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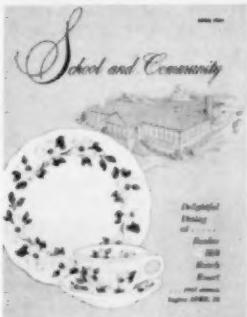
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## THE COVER

When the dinner bell rings at Bunker Hill Ranch Resort, some guests get to eat their hearty meals from lovely dogwood-patterned Syracuse china which is pictured on our cover with the dining hall. At present the resort has 36 place settings of the china and needs 84 more to furnish the number the dining hall is equipped to serve. The 1961 resort season opens April 28. See page 29 for information.

Send all Contributions to the Editor

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## **THE GOLDEN OPPORTUNITY**

Great teachers can instill a spark into youth that sometimes determines a course for life. This human element is often more important than a mass of factual material. You cannot pound subject matter into a child's head. By example, with a personal touch, subject matter unconsciously becomes a part of his knowledge.

The teacher who actually helps a child is one who gives personal attention. To help a child at the desk or a particular place is teaching par excellence. A matter of a half hour of personal attention can do more to help a child than a whole mass of subject matter laid before him. Often he does not know where or how to start. If the teacher does not help him then, he has missed the opportunity.

Another great help for teacher-pupil relationship is giving encouragement. To be encouraged by the teacher is real transfer of human expression. A youth needs a pat on the back. A kind word that he is doing well may help him enter a certain field which may be the start of a career. Over and over again adults say, "My teacher encouraged me to go on or to do a particular thing." The student needs encouragement and needs it abundantly. This is an opportunity for teachers.

The essence of all help is good leadership. Teachers who lead have the perfect technique. Leadership, of course, is one of the most important things in the whole area of teaching. To be a part in leading a child through four years of high school is fulfillment. A good teacher leads and directs the child through the tender years. Leading, shaping and molding the human clay into the near-finished product is the art of teaching. If the human touch is at work there is less need to worry about the subject matter; it will be learned. The opportunity is yours to lead.

The pupil needs to be helped, encouraged and led in the right direction. Great teachers have done these things to play a role in the lives of men and women. If you do them too, your teaching will be improved. Do not be a teacher who has missed the golden opportunity.

—by C. F. Bevans, Kansas City

## **LIVINGSTON COUNTY BOARD CONDUCTS SCHOOL VISITS**

During February members of the Livingston County Board of Education visited county schools to observe buildings and equipment and to get an over-all view of the type of education available to children in the county.

County Superintendent Howard Leech reports the board felt it should have a better knowledge of the actual operations and facilities in the schools.



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## HAZELWOOD APPROVES 'RUTH WALKER SCHOOL'

The Hazelwood Board of Education has passed a resolution naming the district's new 26-classroom elementary unit on Humes Lane the "Ruth Oliver Walker School."

Dedication ceremonies will be held in the fall recognizing Mrs. Walker who has taught at the Twillman school (her first job) since 1920.

## JUNIOR CLASSICAL LEAGUE TO MEET APRIL 15

The twelfth annual Missouri convention of the Junior Classical League will be Saturday, April 15, at University City senior high school, 7401 Balson Ave., University City. About 1,500 Latin students are expected to attend.

Marian Sniffen, Latin teacher at the high school, is in charge of local arrangements. Isabelle Ruth Schwerdtmann, Nipher junior high school in Kirkwood, is general convention chairman.

The Junior Classical League is a national organization of students and their teacher-sponsors interested in the study of the Latin language. It is the largest classical organization in the world with more than 60,000 members in 1,000 chapters.

Missouri ranks sixth in the nation in the number of student members with more than 5,000 members in 60 chapters. Missouri was a pioneer in holding state conventions, being the third state (after Texas and Washington) to sponsor one.

Helen C. Gorse, retired Latin teacher of Hanley junior high school in University City, was the first Missouri state chairman of the League. She was responsible for organizing the Missouri state federation. She was followed by Miss Schwerdtmann in 1954.

When the state organization became too large for one teacher, Dr. Hazel M. Toliver, professor of Latin and Greek at Lindenwood College, became state chairman with duties involving finance and chapter recruitment. Miss Schwerdtmann retained chairmanship of convention activities on both the state and national levels. Recently Virginia A. McClure, East high school in Kansas City, has become state chairman for the western part of Missouri which holds a small regional convention annually.

Mary Ann Schneider, Saint Elizabeth Academy in St. Louis, is student president in Missouri. She conducted Missouri's workshop at the 1960 national convention at the University of New Mexico. That convention was featured in the education section of the Aug. 22 issue of "Time" magazine.

Inquiries about affiliation with the Junior Classical League should be sent to Dr. Toliver or to the national headquarters, Miami University, Oxford, Ohio.



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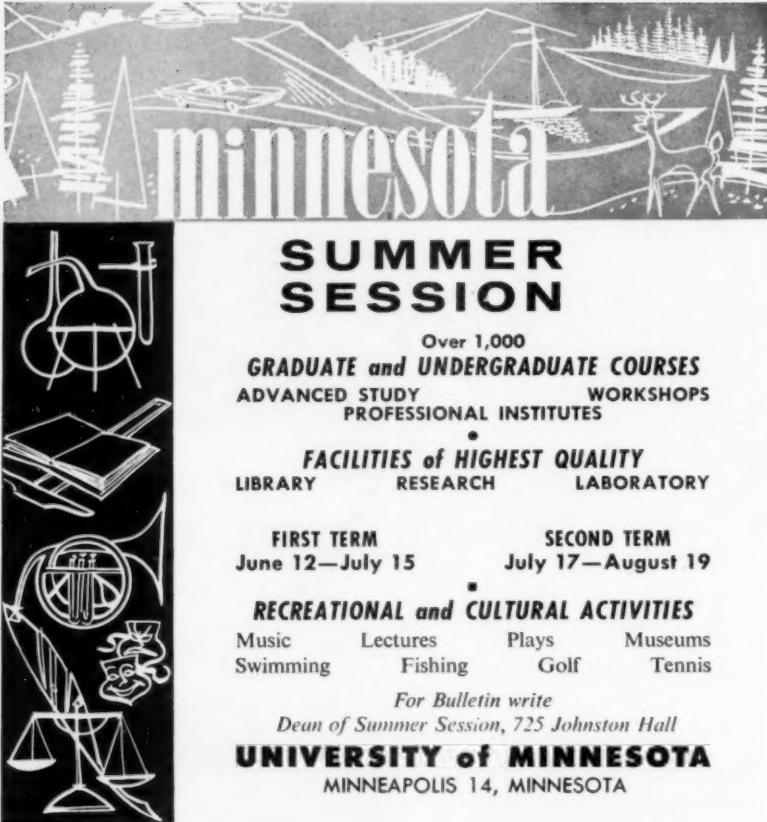
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The third annual History Conference for Missouri college and high school social studies teachers will be April 7-8 in conjunction with the annual meeting of the Missouri Council for the Social Studies.

After a dinner meeting April 7 in the Student Union, Dean Alan Simpson, University of Chicago, will speak on "Sir Nicholas Beacon: A Tudor Success Story" in the B & PA Auditorium.

Professor Allen Davis of the University History Department and Professor Ted Brown of the University of Kansas City will discuss urban history at the second session. Professor N. P. Gist of the University Department of Sociology will be the commentator.

The final session luncheon in the Student Union Grill Room will be followed by a talk on "Politics and History" by Professor Ralph Miwa, Department of Political Science at the University.

AURORA LIBRARY

Students in the Aurora high school find the library a pleasant place to study. The library, remodeled in 1950, is equipped with long modern work tables and chairs and lounging chairs, and it is brightened by philodendron, African violets and poinsettias.

The library has self-service, and all students are taught how to check books in and out if the librarian is not present.

Mrs. Virgie King, librarian, says the Bible is one of the most popular books. A special copy containing an alphabetical and cyclopedic index is in use constantly, she reports.

Students also are interested in the "Missouri Shelf" of books about our state.

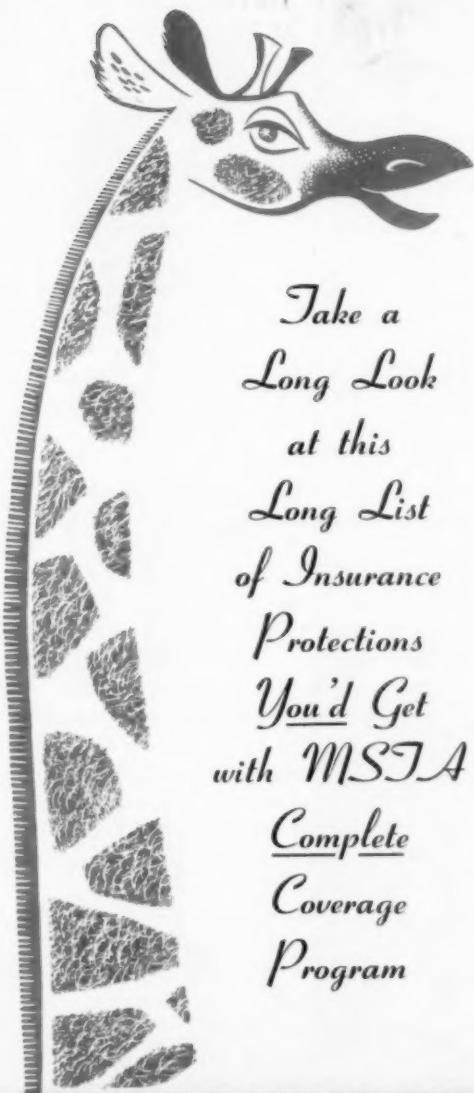
Mrs. King also teaches three classes of seventh grade library science. The students use the text "How to Use the Library" and supplementary materials and tests supplied by World Book and the Merriam Webster Dictionary Company.

High school students are offered a course in library science for one half credit. They use the "Library Manual" by Toser. Enrollment in the course has grown from 12 in 1956 to 65 this year.

Mrs. King says that all teachers encourage reading and that the special education group uses the library each week for sources of information.

The Aurora high school file of occupational information is considered one of the best in the state, and it is used constantly by C.O.E. students.

The library receives many current magazines and local and area daily newspapers. Approximately 250 film strips and two projectors are available from the library also.



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## President's Message



DURING THE SEVERAL MONTHS since I became your president, I have been privileged to visit many community associations.

At the local level one sees the Missouri State Teachers Association at work. I have been impressed by the high professional standards of teachers and their desire to serve the public effectively. I have toured buildings and observed the increased emphasis placed upon education. I have been aware of many needs, especially money so essential to attract and maintain highly qualified teachers.

Your executive staff and your committees, especially the legislative and public relations committees, are working unceasingly for improved financing of Missouri schools. Governor Dalton has recommended the full financing of the Foundation Program. Let us continue our efforts in interpreting the needs so that favorable action may be taken on the transfer bill, which is House Bill No. 113.

It will soon be the time of year for making decisions, principally whether a child shall "pass or fail." As teachers, I know that each of us wants to help every child reach the highest peak of development. As teachers, we are human and can only do what we believe is best. I am sure that in each decision there will be concern for improvement, effort and behavior as well as attainment of academic skills.

One cannot tell how far a frog can jump by looking at him. While children certainly are not frogs, they are as unpredictable. Some seem very backward about going forward.

Let us use all the good traits of well-qualified teachers and inspire as well as instruct, and encourage rather than discourage.

"A candle flames brightest when it lights another." I am sure that many a young person has been inspired by a teacher, and I know each of you will continue to light other candles.

When summer comes, may you find the vacation a time for improvement such as attending workshops, special courses, summer school, traveling or attending the National Education Association Convention June 25-30 in Atlantic City.

—by Adah Peckenpaugh

This classroom-tested illustration from the Moon article appears in color in the 1961 World Book.

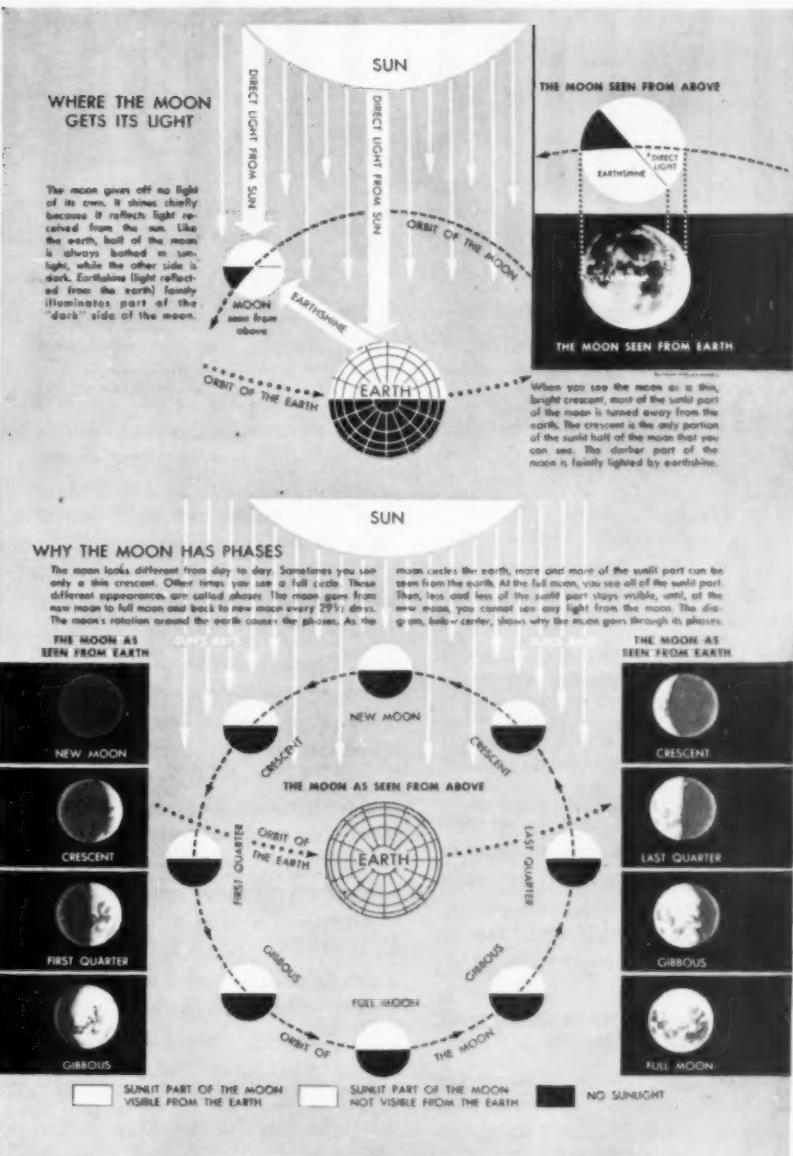


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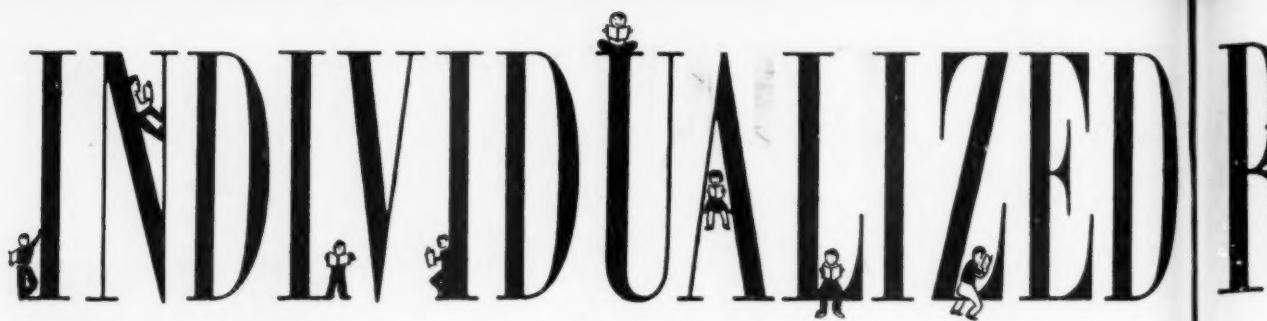
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# INDIVIDUALIZED R



LAST fall our school participated in an educational program to explore the field of individualized reading.

There is a great deal of literature available concerning individualized reading. Dr. Paul Witty says, "It seems that a defensible program in reading will combine the best features of both individualized and group instruction in reading. The basal text will be used and *adapted* so as to offer a dependable guide and an efficient plan for insuring the acquisition of basic skills."

Most authors use such terms as self-selective, trade books, basal readers and class structure in emphasizing the goal of helping each child—in a one-to-one relationship or in a special-needs group—to reach his own potential at his own rate.

In our school we teach French to academically talented students beginning in grade three. Teachers often have only part of their classes present because the children studying French and band students are out of the room.

We chose fourth and fifth grade rooms which had French students and band students to participate in the reading program. Two second grade teachers expressed interest in the program, and their rooms were included also.

The teachers who participated were Jeanne Davis, Elaine Wung, Sandra Stevenson and Susan Prosperi.

This was our plan:

1. Establish the levels of the different pupils from standard tests and informal inventories. Since this program began in the fall, the level of each child had been established.

2. Each day the teacher should plan with the children what they will do. Planning with them is a "must" and is the crucial point of each day's work.

3. See that a wide range of material with varying interests is available on the reading table for each of the levels.

4. Allow the child to make his own choice from this library material.

5. Have the children finish their basal text and their workbook material at their own rate. This material would be checked by the teacher so that no essential skills are overlooked. The teacher should work up a file of additional material to have ready if a particular skill seems to need extra practice.

6. Plan for group work which should be flexible. Children should be regrouped as new needs evolve and new purposes develop.

7. Each child should keep his own record as to books read, new words learned and some definite ideas of what he has learned from a particular book.

8. The teacher should keep a file card on each child as to the books and stories he has read, how he is progressing and where the child seems to need help. One of the most important aspects of the reading program is keeping records. Each teacher must formulate his own plan and take great care in checking and keeping accurate, personal records.

9. The teacher should plan an individual conference with each child at least once every two weeks. This 15-minute conference would not include the time the teacher might spend, on other occasions, giving special help to an individual or group.

10. The teacher should discuss each child's reading progress and any problems with the parents at the parent-teacher conference period.

In making material available at the children's reading and interest levels we checked our room libraries and bought extra copies of some of the books on the Lewis Carroll Bookshelf, the Newbery and Caldecott award books and the Landmark books.

The St. Louis County Bookmobile selected thirty books to be exchanged monthly for new titles. The children were quite willing to lend their own books to the room.

The children were excited about the new reading plans. They selected what they wanted to read while moving along in their readers at their own rate. The teachers worked on special material to help children who need extra work on certain skills.

We found that individualized reading cannot be taught from a desk. It takes an alert, active teacher moving about the room answering questions and helping with difficult reading.

The amount the children read increased as time went on. The enthusiasm of being on their own increased the amount and kinds of reading done. One questionable result was the competition it engendered among the students.

One way of guiding children in selecting what to read was to ask, "If you could have three wishes granted, what wishes would you make?" The answers indicated chil-

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# READING

By Lois Kardell, Principal  
Bayless Elementary School

dren's interests and desires. One child who said he wanted nothing at all was urged to read adventure and travel stories as a sort of bibliotherapy so that he might see how other people met and solved difficulties and thereby be able to cope with his own problems.

Sandra Stevenson, second grade teacher, prepared mimeographed sheets for each story and grouped them to follow units in the reader. They were designed to introduce the new words in the story, provide practice in using the words, indicate the story to be read and establish a purpose for reading, test the understanding of story content, give special practice on needed skills and direct work to be done on workbook pages.

When a child finished a story, he answered questions which were on index cards in the pocket of the book. His work was checked and discussed. If his paper and answers about the story content were "OK" he went on to the next story, if not he worked until it was correct.

The child took a vocabulary test on the new words at the end of each unit when he felt ready.

The participating teachers completed the following questionnaire regarding teaching methods:

1. Did you use group work for the purpose of skills, subject matter or sharing books? (Second Grade teacher Elaine Wung reported the lower group wanted to be together and that they missed the other members of the group).

2. In finding reading level did you use achievement test scores, CMM, basic reader placement or informal inventory?

3. Did you use any reader for systematic instruction in the basic reading skills.

4. Were books other than basic

readers selected by individual interests (child by child), group interest, general interest of children at a particular grade level or library books selected because of excellence?

5. What was the range of difficulty in the material which was offered to the pupils?

6. Did you spend time with the children in direct teacher supervision and guidance in meeting individual needs?

7. Was there always indirect teacher supervision? (This means practice on skills developed under direct supervision during teacher-pupil period and continued child by child with the teacher giving occasional help).

8. On conference days did you have the child read orally, tell an interesting part of the story, answer specific questions and summarize the material read?

9. Did you find it possible to have a conference period with each child often enough that you felt you knew just how each was progressing?

10. Have you found it expedient to have the children read interesting parts in an audience situation and share with the group?

11. Was the child allowed to select his own book according to his own interest?

12. Was the child allowed to read at his own rate?

13. When working in groups was emphasis placed on the following reading skills: Word recognition, vocabulary building techniques, vocational skills, organizational skills, developing comprehension and developing critical thinking?

14. Were new vocabulary words listed and learned?

15. Did you make a file of desirable follow-up activities so that any child could use them if he needed to strengthen a particular skill?

16. Did you use any of the Weekly Readers?

17. Did you use "test" type of stories for comprehension?

18. Did you use any research type material (as in science) as part of the reading work?

19. Did you encourage the children to "raise themselves by their own bootstraps" in improving their level of reading?

20. Did you use the "three wishes"

idea to gain an insight to a child's real emotional feelings?

21. Did you give the children an interest inventory?

22. Did you use the individualized program for bibliotherapy in any case?

In evaluating the experiment we talked with the children and asked the following questions:

1. Do you enjoy this kind of reading more or less than group reading? (yes, 90%; no, 10%)

2. Do you feel that when you read by yourself you get interested in the story and it carries you on more than group reading? (yes, 90%; no, 10%)

3. Were you ever ~~in~~ in the past embarrassed to get up and read in front of the group? (yes, 55%; no, 45%)

4. Do you find in Individualized Reading it is less embarrassing? (yes, 65%; no, 35%)

5. Do you like to read aloud in front of a group? (yes, 70%; no, 30%)

6. Do you think this kind of program makes you want to read more or less? (more, 85%; less, 10%; unsure, 5%)

7. How many new words in vocabulary do you learn a week? (Unable to come to a conclusion, just started a discussion)

8. Since you have started Individualized Reading have you found any new interest? (yes, 95%; no, 5%)

9. How many children were more interested in reading now and have asked their parents to buy more books than before? (yes, 100%; no, 0%). The number of books purchased was amazing.

In reading tests after our experiment children showed improvement in noting detail, general significance and precise direction. However, the test scores on vocabulary were disappointing—many children did not appear to progress at all. This may have been because the vocabulary studied was uncontrolled and the tests were on a controlled vocabulary.

We concluded that individualized

(See Reading, page 24)

# ELEMENTARY PRINCIPALS CONFERENCE



**President  
Paul Antle  
Joplin**



**1st Vice President  
Burel Lowrey  
Columbia**



**Secretary-Treasurer  
Justyn Graham  
Savannah**

**April 10-11  
in Columbia**

The Department of Elementary School Principals of the Missouri State Teachers Association will hold its spring conference April 10-11 in Jesse Auditorium at the University of Missouri. Registration and dues collection will be from 9 a. m. until 3 p. m. April 10.

At 7:30 p.m. April 9, the day before the regular meetings begin, the executive committee, nominating committee and policy and plans committee will meet at the MSTA building.

The First General Session begins at 9:45 with a business meeting conducted by Paul Antle, president.

Dr. Charles O. Neidt, Director of Personnel Development, Mead Johnson Co., Evansville, Ind., formerly Chairman of Educational Psychology and Measurement at the University of Nebraska, will deliver the keynote address.

The following group discussions will be held during the afternoon:

**Group I, Role of the Principal in Public Relations.** Leader, Lucian Garrett, Carr Lane School, St. Louis; Roy Knoepfle, Hodgen School, St. Louis; Julia Schmidt, Blow School, St. Louis; Kendall Wentz, Arlington School, St. Louis; Ward Parker, Columbia School, St. Louis.

**Group II, Role of Elementary Principals in Improving Instruction Through Classroom Visitation.** Leader, James L. Ottinger, Davidson Elementary School, North Kansas City; Robert Clark, Garden Elementary School, Parkville; Ted Jones, Elementary Supervisor, Platte City; Charles Conyers, Thomas B. Chin School, Parkville; Robert Snider, Meadowbrook Elementary School, North Kansas City.

**Group III, Foreign Language.** Leader, D. W. Nichols, Chapel Elementary School, Raytown; Leroy Barrows, Red Bridge School, Center District; Dr. Gerald Anderson, Courtney Elementary School, Jackson County; Aileen Robbins, Ott School, Independence.

**Group IV, What Research Has to**

**Say About Science.** Leader, Garnett Parman, Lindbergh School, St. Joseph; Everett Bishop, Everett School, St. Joseph; Clifford V. Howard, McKinley School, St. Joseph; Ruth M. Huston, Washington School, St. Joseph.

**Group V, The Ungraded Primary Unit.** Leader, R. Lynn Marine, West Boulevard School, Columbia; Ella Lambert, Benton School, Columbia; Pauline Heinberg, West Boulevard School, Columbia; Mildred Cornelison, West Boulevard School, Columbia; Adalene Hoke, Language Arts Supervisor, Columbia.

**Group VI, Recognizing and Meeting the Needs of the Gifted.** Leader, Dr. Wiley Woodring, Southwest Missouri State College; Cecil Floyd, Assistant Superintendent of Schools, Joplin; Neal Neff, Cabool Elementary School, Cabool; Glenn Miller, Berry School, Springfield; Betty Moore, Mark Twain School, Lebanon.

**Group VII, What Research Has to Say About the Self-Contained Classroom.** Leader, Wayne T. Snyder, Border Star School, Kansas City; Dr. A. O. Thurman, Wheatley School, Kansas City; Dr. Mary Meehan, Kumpf School, Kansas City; Dr. Glen Hanks, Meservey School, Kansas City.

**Group VIII, What Does Research Say About Guidance in the Elementary School.** Leader, Charley W. Frazier, Lusher School, Hazelwood R-I; Riley R. Eddlemann, Guidance Director, Hazelwood R-I; Norma Lee Lucas, Elementary Guidance Director, Clayton; Richard Gray, Elementary Guidance Counselor, Riverview Gardens; Kenneth Agin, Elementary Counselor, Hazelwood R-I.

**Group IX, Special Education.** Leader, Nolen Miller, Fox School, Arnold; Leon Leirer, Esther School, Esther; Cecil Speck, Elvins School, Elvins; Clarence Cochran, Flat River School, Flat River.

**Group X, Guidance Programs in Smaller Elementary Schools.** Leader, Marjorie Norton, Guidance Counselor,

Macon; Margaret Whitworth, Guidance Counselor, Unionville; Leland Jenkins, Macon School, Macon; Virginia Mott, Guidance Counselor, Macon; Gilbert Brown, Director of Elementary Education, Moberly; Clarence Murphy, Field Service Consultant, Northeast Missouri State Teachers College.

**Group XI, Interpreting Research in Language Arts in Elementary School Practice.** Leader, Harriet Ott, Lee's Summit School, Lee's Summit; Lindy Wilson, Horace Mann School, Sedalia; Hazel Sweeton, Washington School, Clinton; Harry Ingels, William H. Johnston School, Hickman Mills; Ann Lowman, DeKalb and Noland School, Independence; Dr. Joe Underwood, Assistant Superintendent, Lee's Summit; Dr. Kathleen Ranson, Professor of Education, Central Missouri State College.

**Group XII, Orientation and Inservice Training for Classroom Teachers.** Leader, Don Lemon, Golden Oaks Elementary School, North Kansas City; William Bruch, Linden East Elementary School, North Kansas City; Earle S. Teegarden, Central Elementary School, Chillicothe; William T. Smoot, Wyman School, Excelsior Springs.

Greetings and remarks by Dean Lorain G. Townsend, Commissioner Hubert Wheeler, Everett Keith and DESP District presidents will be part of the Second General Session dinner meeting at which Esther Burnside, second vice president from Clinton, will preside. A fellowship hour will be held after the dinner.

The second Discussion Group Meeting will be April 11 from 9:00-11:30 a.m.

President Paul Antle will preside at the Third General Session luncheon in the Student Union. Dr. Charles O. Neidt will summarize the highlights of the meeting.

Burel Lowrey of Columbia is first vice president of the group and Justyn Graham, Savannah, is secretary-treasurer.

# RATING VOCATIONAL HOME ECONOMICS TEACHING

By Dr. Pauline Gillette Garrett  
Teacher Educator  
Home Economics Education  
University of Missouri

THERE HAVE BEEN many attempts to evaluate the work of teachers. However, there is little, if any, agreement concerning what constitutes an adequate criterion for teaching success.

In general, ratings have been assigned by the principal or superintendent, the teacher's supervisor or visiting supervisor, by pupils' evaluations or by evaluations from the teacher's peers.

In the absence of a valid and reliable criterion for teaching success, expert opinion must be sought. Evaluation is influenced by choice of criteria. Increased understanding of teaching competence helps educators understand why some teachers are satisfactory and others are not. Studies favor the hypothesis that teaching in different subject areas differs considerably.

A recent study by the author should supply information on what home economics teachers do and how the competencies of adequate and inadequate teachers differ. It also indicates some of the personal qualities associated with the unusually competent, competent and inadequate vocational home economics teacher.

## *Criteria For Study*

The home economics instructors who participated had to be teaching at least their third year in their position. They had to be teaching in "approved vocational schools" and be listed in the 1956-57 official list of vocational home economics departments and instructors.

The competencies selected for the study had to be accepted by four of the six members of a jury of recognized leaders in home economics education. The competencies had to involve behavior concerned with various aspects of a total homemaking program and be stated in terms of observable behavior.

Three forms were drawn up, one to be used by a visiting investigator, one by the teachers and their administrators and one by the teachers themselves.

Form I, for the investigator, provided for ratings by the following categories: Organization and Planning, Department Appearance and Care; Relations with Pupils — Class Interest, Home Experience Program, Extra-Curricular Cooperation, Community Participation, Variety in Teaching Techniques, Use of Current Materials and References and Carry-Over Enrollment. The last four items were more discriminating in identifying the various categories of home economics teachers.

Form II, for teachers and administrators, considered the following: Philosophy, Personal Qualities, Leadership and Professional Qualities and Management. Teachers were rated higher by administrators than by themselves.

For Form III, the following beliefs were used as a basis for 46 statements of competencies:

The vocational home economics teacher should have a vision of the total program of education.

The teacher should exemplify adherence to approved practices in her relationships with other members of the profession and with members of the community generally.

The teacher should demonstrate teaching practices which will promote effective, cooperative planning to meet the needs of the entire community.

The teacher should help students clarify their values.

The vocational home economics teacher should be familiar with the objectives and program of the school as a whole and with the various pupil experiences which are being provided by the school and should modify her own program accordingly.

The teacher should promote the growth and development of students. She should deal effectively with individual differences, apply principles of functional guidance procedures

and principles of child development as well as participate constructively in the extra-curricular program of the school.

The vocational home economics teacher should have a "zest for living" and be an individual in her own right and should help to develop in the students effective personal, family and community relationships.

The teacher should plan her daily life and teaching, use a wide range of materials, methods and evaluating procedures and give evidence of adequate control of knowledge in the field of home economics. She should apply these and help students acquire ability to utilize critical reflective thinking in solving problems.

This investigation differed from others by placing teachers in categories and indicating descriptively the behavior of these teachers as associated with the categories of unusually competent, competent and inadequate.

There is no indication that the list of competencies in the study was final or complete. Follow up letters and reports of state supervisors were read and interpreted in order to place the teachers in a category. Ninety points were possible and these were converted to percentage.

Each teacher with a rating of 90-100 per cent was rated unusually competent, 80-89 per cent was termed competent and below 79 per cent was judged inadequate.

Exactly 151 teachers, or 47.4 per cent of all vocational home economics teachers in the state and 93.8 per cent of all vocational home economics teachers who met the criteria for selection, were represented in the study.

#### *Investigation Results*

None of the categories followed a definite trend to indicate that the number of accumulated home economics hours affected the competency. The range was from 10 to 89 hours. The teachers in both the unusually competent and inadequate groups had more than 20 hours of professional education. There did not seem to be a pattern concerning

years of experience and placement in any category.

There was closer agreement in the ratings of the investigator, administrator and teacher when the ratings were above 80 per cent. There was low positive correlation between estimates by investigator and administrator (+.215), between the estimates of teachers and investigator (+.217) and between the estimates of teachers and administrators (+.20).

There was positive correlation between teachers' ranking of Forms II and III (+.337), but none was statistically significant.

There was positive correlation between the estimates of the investigator and the teacher checking Form III (+.486), and the correlation was significant statistically.

Some of the selected competencies which differentiated the three categories to a marked degree were:

Plan with students to share in the management of finances for the homemaking department.

Help students identify and use current facts and services related to personal and family financial security.

Help students clarify values in personal and family relationships.

Encourage students to develop satisfactory personal habits for improved personal and family living.

Provide opportunities for students to apply basic principles involved in building and remodeling homes.

Provide experiences which stress basic principles related to the selection and arrangement of equipment and furnishings, namely art principles, efficiency, appropriateness, comfort and function.

Stress with students the concern for values in the selection of construction projects and ready-made garments.

Emphasize planned spending and use of buying guides in providing experiences in the food area.

In conclusion, Forms I and III, (the investigator and the teachers individually) seemed to indicate a satisfactory means of placing voca-

tional home economics teachers in categories of unusually competent, competent and inadequate. Form II (for administrators) was not too satisfactory in helping differentiate the teachers into the categories, but it did help to identify the teachers who would come at the extreme ends of the rating scale.

The teachers rated unusually competent most closely followed the pattern of behavior identified by the jury of home economics education specialists as the highest level of preferred behavior in relation to the 46 listed competencies. It seemed that when the teachers differed from the home economics education specialists concerning the most acceptable behavior, the teachers had not allowed as much student initiative as the specialists would indicate desirable for "first level" behavior.

#### **SNEA EXPANDS AT CMSC**

Enrollment in the Central Missouri State College Student National Education Association increased 75 per cent over last year. It is the state's largest SNEA chapter with a membership of 363.

SNEA officers are ex officio members of five commissions newly established to handle the following functions: Membership, service, publicity, social events and program.

Seventeen voting delegates and 20 additional students from CMSC attended the Missouri State Teachers Association meeting November 3-4 in Kansas City. Lila McPherson, a junior from Independence who is now chapter president and secretary of the Missouri Student Education Association, was elected MSEA president.

The fourth annual Education Day was observed Nov. 8 with 202 prospective teachers from 16 high schools attending. Dr. C. M. Cunningham, president of Fort Hays State College in Kansas, a former Missourian, spoke at the morning convocation. Hubert Wheeler, state commissioner of education, spoke at the luncheon.

Other chapter activities have included a Christmas party and supervising children's play at the dedication of the new Central elementary school Jan. 15.

Future plans include the establishment of a Future Teachers of America chapter in Warrensburg, sponsorship of a children's Saturday morning playground, publication of a chapter newsletter and a chapter banquet.

# A Continuing School Census Helps Provide:



from the film "A Desk for Billie"

## A Desk for Billie A Book for Jimmy An Education for All Children

By Dr. W. W. Carpenter  
Professor Emeritus of Education  
University of Missouri

ALL schools want to provide a good education for their children. But does your school have a desk for Billie, the migrant child who comes to your community unannounced and leaves abruptly when the crops are harvested?

Does your school provide books and attention for the Jimmys and Tommies whose parents move around the country periodically?

Some children are crowded out because of lack of school space, because there are no overall records kept of these children, and many of them are not included in school census reports. Since attendance laws are not always strictly enforced, too many of these children do not attend school at all. It is estimated that 25 per cent of the school-age children in the nation are not in school.

As a teacher, you can help these transient children adjust to a new school, new friends and new learning techniques. You can keep a desk ready to welcome Billie when she comes, and you can help your school improve its programs and coordinate its efforts with other schools across

the whole United States.

Many Missouri teachers are familiar with the true story of Billie Davis, the daughter of migrant workers, as told in "A Desk for Billie," available without charge through the MSTA Film Service. From Billie's vivid experiences on entering new schools, teachers can better appreciate the problems of children in similar circumstances and understand their needs.

Since the teacher is in close contact with these children, she is in a position to recognize problems and recommend methods of solving the difficulties encountered by the more than one million school-age children who move across state lines every year.

One thing which would be of service to all teachers is the development of a nationwide, continuing school census. Such a census would supply teachers with information on where children were born, where they have lived, where they have attended school, their school record, their health record and their special abilities or disabilities.

Ideally, such a system of records

would begin when a child was born. This would account for all children, even those who may attend private or parochial schools. Some cities now provide doctors with forms to be filled in and sent to the school whenever a child is born. Others, such as Kansas City, begin such records when a child enters kindergarten.

Reports of new entries could be sent to the state department of education monthly. However, no records would be forwarded until they were needed by another school district.

Local water, gas and electrical connecting companies and milk companies can help keep school records up to date by reporting when a family comes to the community or moves away.

When a child enters a new school which does not have a copy of his record, the district can contact the state department of education to find the record from the state or nation.

The original of the child's record would stay at the school where it originated, and a copy of it would be sent to the new district. Monthly

(See Census, page 26)

# the climate for change

by Leo W. Myers  
School of Education  
University of Kansas City

IN A RECENT investigation of educational practices in two high schools of about 1,000 students each, behavioral data were treated quantitatively concerning the performance of specific aspects of guidance services, health services, developmental reading and gifted child education in the two schools.

This permitted the isolation of some previously unidentified factors which influence the secondary school's capacity to adopt new practices to meet new needs.

The differences in the performance of these educational services were related to differences in school and community capacities to provide for local needs and meet professional expectations.

Several factors which affect "climate" for changes in practices were newly identified, some more modifiable than others. School boards, superintendents, principals and teachers may move toward improvement of these factors and increase the school's capacity to recognize new needs and provide improved practices and services to meet them. Some of the more readily modified factors are:

1. *A school district's internal organization pattern.* The emphasis that a community wishes expressed in the education of its youth, not physical considerations such as the location of existing plants and sites, should govern the internal organization of the school. One of the most comprehensive provisions for maturational and transitional needs is the 6-3-3-2 pattern or some equivalent form. Of course, the patterning provides only the framework for instruction, and attention to the needs of youth varies from school

to school despite similar organization patterns.

2. *Nature of staff organization.* This concerns particularly the central placement of the guidance committee and the entire guidance service so that it can affect and modify the educational program. Too often, perhaps because of their relatively recent introduction, guidance services are placed to one side and become an appendage rather than an integral part of the teaching-learning process.

3. *Sustained leadership of administrators versus merely long tenure.* In one of the schools studied, the quality of program and amount of experimentation were limited to periods when various excellent teachers were in the school. *Laissez faire* administration permitted short-lived programs to flourish but did not furnish sustained leadership necessary to perpetuate desirable practices. In the other school, successful programs continued to improve under administrative direction despite faculty turnover.

4. *Nature of the motivating forces for changes in educational services.* The promotion of services in one school was dependent almost solely on intermittent state department of education recommendations based on periodic supervisory visits. In the other school, the faculty and administrators, who were in a position to advance and evaluate the services in their daily contacts, provided internal motivation.

5. *The number of class periods in the school day.* Providing specialized services and course offerings necessitates flexible scheduling. Discarding the six-period day and providing seven or eight periods along

with multi-period combinations permits services to be offered which, in the past, have not been considered because of "lack of time." However, this must not reach the point where over-segmentation may cause a school to attempt too much and do everything poorly.

6. *The number of different preparations per teacher in a school day.* As the number of distinctly different subject matter preparations a teacher must make daily increases, her ability to recognize and provide for needs in each of the subjects decreases. She is prevented from penetrating beyond the difficult task of simply "keeping up."

Other factors influencing a school district's capacity to change its educational practices which are not so easily modified by school personnel are:

1. *Geographical homogeneity of a school district.* The existence of island elementary districts in a high school district and the extension of district boundaries across rugged terrain, large rivers and major highways detract from the school's ability to be a compact, integrated operating unit. It is important that a district embrace a natural social, cultural and trading area.

2. *Amount of consensus as to what constitutes effective practice.* Improvement of an educational practice often is blocked by lack of agreement as to what constitutes an effective change. Such a dilemma presents an excellent opportunity for group process and the distilling of ideas from as broad a representation as possible.

3. *Degree to which a school is the center of cultural and recreational*

(See Climate, page 26)



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Student delegates and sponsors at the annual C.O.E. meeting in October 1960 at Jefferson City.

## *Cooperative Occupational Education Clubs*

By Beecher Henderson  
Coordinator, Kirkwood

WHEN most people hear the word "club," they usually think of fun or enjoyment. This is one objective of the Cooperative Occupational Education Club, an organization of high school students enrolled in part-time Cooperative Classes.

However, C.O.E. students take the responsibility of learning to plan and carry out a variety of activities which are not directly essential to their jobs, but which are a part of those social adjustments which are required of all jobs.

The C.O.E. constitution names additional objectives and provides for officers, their duties and membership requirements. State officers are elected by student delegates sent by each club to the state C.O.E. meetings. The officers are responsible for planning the activities for the year, taking care of business and planning state club financing.

The annual spring convention is one of the highlights of the year for the C.O.E. Club. Plans for this convention are made months in advance. Much work is involved in setting a date and time that will not interfere with regular school work and selecting facilities that can handle the large number of students who

attend the meeting.

The responsibility of making the state C.O.E. Club programs and activities successful is shared by the many local C.O.E. Clubs throughout the state. C.O.E. students, with the coordinator as advisor, sometimes meet complications in planning their activities because they are working at different hours.

A special local activity is the Employer-Employee Banquet—an event which stems from the students' need to express their appreciation to their employers for the opportunities to learn and earn. Each student takes part in some phase of the banquet planning by working on a committee which fits his interest and/or job. For example, the boy in the printing shop may help with the invitations and programs, and the girl in the art and gift shop may help with the decorations.

Another activity which helps bind the responsibilities of the students and the employers is the Employer Visitation Program. This may be a day or a week in duration. The students invite their employers to visit school for a class period or periods during the school day. A sightseeing tour of the school, a luncheon invitation and a visit to the

C.O.E. class may be included.

One local club takes over a radio station for a day. They plan ahead and sell advertising, write scripts and practice announcing and other tasks involved in radio operation. The preparation takes weeks of work. The station manager comes to the classroom to instruct the students, and they visit the station to become familiar with their assigned tasks.

Students say, "It gives us real experience in selling, writing and oral reading; it gives many new contacts with businessmen of the community; it teaches us to appreciate the efforts of those who plan, write and produce radio programs; it is a real experience in teamwork and organization of a cooperative project; it finances our Employer-Employee Banquet."

In the broad and varied activities of C.O.E. Clubs there is real training in social graces, respect for work, development of leadership, care for fellowman, pride in a job well done and the sense of having fun by being responsible.

The motto—*Learning to Work—Working to Learn*—is enhanced and enriched by the practical nature of C.O.E. Club activities.



# School Legislation

Here is a summary of school legislation at the state and national levels at press time.

#### Foundation Program

*House Bill No. 113*, transferring \$207,119,798 from the general revenue fund to the state school moneys fund, is on the House calendar for passage. This, with the earmarked state cigarette tax, would provide sufficient funds to finance in full the foundation program. The Budget Office has always been conservative in the estimate of revenue. We have no reason to question estimates that the revenue program recommended will meet the recommended expenditures.

#### Tax Measures

*H. C. S. for House Bill No. 30*, providing a withholding system of collecting the state income tax, has passed the Senate. It will become effective July 1, 1961.

*House Bill No. 95*, providing for the collection of the state sales tax on non-highway motor fuel, is on the House calendar for perfection.

*H.S. for H.C.S. for House Bill No. 96*, increasing the tax on beer, liquor and wine, has gone to the Senate.

*House Bill No. 97*, increasing the cigarette tax two cents per pack, is in the Senate Ways and Means Committee. The cigarette tax is earmarked for the state school moneys fund.

It is the historic policy of the Association to support tax measures initiated and being actively considered by the General Assembly.

It would seem that anyone who could not support an increase in the cigarette, beer and liquor taxes when they still would be generally low as

compared with other states, could not support anything. Anyone who does not support these gives only lip service to financing the foundation program, higher education, mental health, old age assistance and other functions of government. It is not what one says but what one does that really counts. Pretense alone will not finance the foundation program or anything else.

#### Bills Changing Status

*House Bill No. 2*, amending the continuing contract law, is in the Senate Education Committee.

*House Bill No. 4*, authorizing boards of education to operate summer schools, is on the Senate calendar for final passage.

*H. C. S. for House Bill No. 19*, improving retirement provisions for the State and Teachers Colleges, is on the House calendar for passage.

*House Bill No. 26*, providing that the St. Louis board of education must secure permission of the Board of Aldermen of St. Louis City before the board of education may call a special election for any purpose, is on the House calendar for perfection.

*House Bill No. 38*, authorizing St. Louis county by a vote of the electors to levy a county-wide tax for distribution to the school districts in the county, and *House Joint Resolution No. 2*, a companion measure submitting a constitutional amendment making this possible, are on the House calendar for passage.

*House Bill No. 102*, appropriating for the State Department of Education, School for the Blind and School for the Deaf, is on the House calendar for final passage.

*House Bill No. 111*, transferring money to the Handicapped Children Fund, is on the House calendar for final passage.

*House Bill No. 214*, relating to the investment of funds in the Public School Retirement System of Missouri, is on the House calendar for perfection.

*House Bill No. 221*, providing for the creation of a State Junior College Commission and for the formation of junior college districts, has been heard by the House Education Committee. A subcommittee to study bill and make recommendations has been appointed. Its members are: Morgan, chairman, Cole (of Laclede), Bruffett, Pace, Sponsler, James (of Dunklin), Robinson (of Jackson).

*House Bill No. 244*, authorizing a "public employer" to participate in the payment of employee insurance, is on the House calendar for final passage.

*Senate Bill No. 13*, preventing a special election to vote on the annexation of a school district for five years if the voters have rejected the proposition on three or more occasions, is in the House.

*Senate Bill No. 37 with SCS*, increasing the amount of current taxes that the collector may receive in third and fourth class counties, is on the Senate calendar for perfection.

*Senate Bill No. 78*, exempting from taxation tangible personal property consigned to a warehouse in the state from a point outside the state to a final destination outside the state, is on the Senate calendar for perfection.

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# ACTION NEEDED NOW ON FEDERAL SCHOOL SUPPORT

This is an opportunity we long have sought. An administration zealously sponsoring a program of general federal assistance for public elementary and secondary classroom construction and teachers salaries. A type of program that meets the hopes of the NEA and MSTA and most who have long advocated the wisdom and necessity of increased federal participation.

The administration bill in the House is HR-4970 introduced by Representative Frank Thompson of New Jersey. In the Senate the identical bill was introduced as S-1021 by Senator Wayne Morse of Oregon, with 21 other senators including Missouri Senator Edward V. Long.

Briefly what do HR-4970 and S-1021 provide?

Included is a three year program, with appropriations of \$666 million, \$766 million, and \$866 million, beginning with next fiscal year, July 1, 1961. Missouri's allotment would be \$12 million, \$14 million, and \$15 $\frac{3}{4}$  million for the three years respectively.

The money would go to the states for classroom construction or teachers salaries, as the states themselves determine their own needs. No state would get less than \$15 per child in A.D.A. The less wealthy states would get more. The grant per child for Missouri for the first year, \$17.03.

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*Senate Bill No. 96*, improving the St. Louis public school retirement system, has passed the Senate and gone to the House.

*Senate Bill No. 114*, relating to the preference to be given to Missouri products and firms by school districts, has passed the Senate and gone to the House.

## *Bills Introduced*

*House Joint Resolution No. 26*, introduced by Representative Beckler, submits a constitutional amendment to the voters providing that  
(See Legislation, page 29)

A portion of each state's annual allotment, equal to 10% of its first year's allotment, would be available to meet special problems as in depressed or rural areas, slum neighborhoods, or rapidly growing suburban communities. Each state would develop its own plans and would be challenged by the wide latitude given for pilot, demonstration and experimental projects designed to meet educational problems, or to develop or evaluate educational programs of a special or unique nature.

A state could use a small portion of its allotment (not to exceed 10 cents per pupil, within a maximum of \$150,000 and a minimum of \$25,000) for administration of the program.

No state matching is required, but in order to prevent states from reducing their level of state and local support for schools, and to encourage states making less than the national average effort to increase their support, the bill contains a maintenance and improvement of effort provision. There would be no penalty the first year.

Administration of the program would be by the regular state education agency.

To participate in the program, a state would submit an application to the U. S. Commissioner of Education which would specify at the beginning of each year the portion of the grant to be used for teachers salaries and the portion to be used for school construction.

Section 103 of the bill prohibits any federal department, agency, officer or employee from attempting to exercise control over any school in any way.

Titles II and III extend and modify PL-815 and PL-874, the federally affected areas program. It would make permanent certain provisions which expire June 30, 1961, and reduce the federal payment in these respects.

All indications are that legislative action will be speeded up this year

on the school program. It is expected that the Senate will act favorably at a relatively early date.

It will be recalled that last year the Senate passed S-8, a measure similar to S-1021 and HR-4970, and the House passed a school construction act, with a compromise on these bills being blocked by the House Rules Committee.

The closeness of the recent vote on the enlargement of the Rules Committee of the House, indicates the magnitude of our task and where the greatest difficulty lies. The vote in the House could be so close that one or two votes would determine the outcome. Where does your Congressman stand? With him you must work; on him you must depend.

You have read the papers and you know full well the thorny and explosive issues that revolve around integration, church, and the U. S. Chamber of Commerce with its shop-worn bugaboo of federal control.

This federal support bill can be passed this session if all who are interested in good schools become active and stay active until the task is finished. One thing is certain, an all-out effort is demanded. Success must be forthcoming while dedicated administration support is given without stint, or it could be many years before such a favorable climate again might exist.

Will we make the most of this opportunity? Will we rise to the occasion? Do we really believe that education is the indispensable medium for progress and survival; that the future of our country and the whole free world may well depend on what we do now?

Identical bills implementing the President's recommendations in the field of higher education are—HR-5266, introduced by Representative Edith Green of Oregon, and S-1241, introduced by Senator Lister Hill of Alabama, Chairman, Labor and Welfare Committee, and 13 other senators.



**Dr. Harold C. Hand, professor of education at the University of Illinois, is a DCT spring conference speaker.**



**A group of Rolla teachers gathered around the registration table in the foyer of the Electrical Engineering Building at the Department of Classroom Teachers spring conference April 9, 1960, at the University of Missouri in Columbia.**

## **Department of Classroom Teachers**

### **Spring Conference April 8**

The 16th annual spring conference of the Department of Classroom Teachers of the Missouri State Teachers Association will be April 8 at the University of Missouri. Meetings will be held in Jesse Hall Auditorium, and registration begins at 8:30 a. m.

Dr. Grace Gardner, president, says the meeting theme is "Teaching Is Our Profession."

Reports from the various committees and district directors will be presented and new officers and directors elected at the First General Session. A skit, "Teaching Is Our Profession," will be given by Joye Tobin, Helen Ericson, Alice Olds, Myrtle Green and Betty Frazier.

Kate Frank, first recipient of Du-Shane Memorial Defense Fund aid, Muskogee, Oklahoma, will speak on "The Classroom Teacher's Obligations to Professional Organizations."

The program at the Second General Session luncheon will be "Ganging Up on Poetry" presented by the Verse Speaking Choir, Hickman high school in Columbia, under the direction of Helen D. Williams. Send advance reservation and \$2 payment for the luncheon to Dr. Amos J. Snider, Director, Division of Continuing Education, University of Missouri.

The Rolla CTA and the Kansas City Teachers Club will be honored at the luncheon for the Local Project Recognition they received Feb. 2-4 at the DCT South Central Regional Conference in San Antonio.

Rolla was recognized at San Antonio in the instruction category. Project materials regarding workshops planned by teachers in co-operation with administrators and the board of education were submitted as a "Sketch Pad to Dream On."

Recognition came to the Kansas City Teachers Club for its direct service to members in a program planning project, "Programming in a Local Association." This is the fourth year the Kansas City group has been recognized at the national level.

Both the Rolla and Kansas City associations will be honored at the Classroom Teachers Night Banquet at the NEA convention in June at Atlantic City.

The seven states in the South Central Region are Arkansas, Kansas, Missouri, Louisiana, Nebraska, Oklahoma and Texas.

The following group meetings will comprise the Third General Session:

Legislation: Panel, "The Teacher's Place in Legislative Action." Marjorie T. Edwards, Rolla, chair-

man; Anna Acuff, Kirksville; Dorothy Lilly, Springfield; Helen Davidson, Kansas City; Margaret Reed, Cape Girardeau.

Welfare: Panel, "The Intensity of the Classroom Teacher's Day." Robert Skaith, St. Joseph, chairman; B. W. Robinson, Rolla; Wiley Atkins, Sedalia; Marian Pemberton, Shelbina; Zelpha Hogan, Kirkwood.

International Relations and Moral and Spiritual Values: Talk, "Financial Problems (and Others) of an Exchange Teacher," Margery Benham, Fulbright exchange teacher of English at Kirkwood high school from Rica, England. Panel, "Ethics Involved in International Relations," Adeline Hunt, Rolla, chairman; Bessie Bailey, Salem; Mary Jo Ludwig, Cape Girardeau.

After the discussions, Dr. Harold C. Hand, professor of education at the University of Illinois, will address the group. Dr. Hand has written or edited more than a dozen books and has served on the university faculties of Columbia, Stanford, Northwestern, Maryland and the American University of Cairo, Egypt.

At 3:30 the teachers all are invited to an Open House at the Missouri State Teachers Association Building, 407 S. Sixth Street.



**Dr. John Rufi**, professor of education at the University, who spoke on "Time to Teach" at the last conference, joined Dr. Grace Gardner, state DCT president, and Dr. James Hart, associate professor of education at the University, and a group of other teachers at a session of last year's meeting.



A smiling group of Missourians paused for a few minutes for a group picture at the Department of Classroom Teachers national meeting in Hawaii last July.



Missouri delegates were pleased that their teachers groups received two of the four Local Project Recognition Awards presented at the twentieth South Central Regional Conference of the Department of Classroom Teachers of NEA Feb. 2-4 in San Antonio. Mary Hazel Powell, Regional Chairman of Local Projects from Kansas City, presided at the Project Recognition Luncheon.



Most of the women teachers at the luau wore native Hawaiian muumuus. Here Buena Stolberg, national DCT president from Webster Groves, Missouri, presents a lei of 30 ten dollar bills to Cathryn Irvine, president of the Hawaii Classroom Teachers Assn. as a gift of appreciation from the mainland for Hawaiian hospitality during the national meeting.



# *Now, I'm Learning*

**By Rowena Hargrave**

"**NOW I'M LEARNING**" is the happy exclamation of children who suddenly find they are learning to read.

Reading skill does not descend suddenly upon a child. It must be built on a background of ear and eye training and frequent practice in comparing old words with new words.

The child learns that many pairs and groups of words are alike except for the beginning consonants and the letter forms which represent these words.

### *How does word analysis work?*

After children acquire a beginning sight vocabulary, they observe differences and likenesses in words. They see that *sun*, *so*, *Susan*, *see* and *saw* begin with the same letter. As they hear and say the words, they learn that *s* makes the same sound in each word.

Ear-training programs help children learn beginning consonant sounds. The sounds are not presented in isolation but are introduced in familiar words, because sounds can

be heard more accurately when used in words.

If children learn the consonant sounds in isolation, they are likely to say "guh" for *g*, "buh" for *b*, "er" or "ruh" for *r* or "ul" or "luh" for *l*. Such distortion of sounds often prevents children from sounding out new words successfully.

As more words are added to the sight vocabulary, children see that *sun*, *run* and *fun* are alike except for the beginning consonant. They learn to work out many new words. From *cake* they can work out *rake*, *bake*, *take*, *lake*, *make* and *wake*. Comparative analysis is a useful skill in all reading activities, whether they involve books, signs, labels, directions, experience charts or bits of news from the blackboard.

### *What part does word analysis have in the total reading program?*

Word analysis skills should be taught in an organized sequence so children can see purpose and system as they develop the basic skills. When children understand why and

how they learn, they are ready to apply the skills acquired in their school and out-of-school reading. Word analysis skills become a functional part of the total developmental reading program.

### *Which letters and sounds should be taught first?*

First grade teachers often ask, "Where and how shall we start to build word analysis skills which will begin to function early and be of lasting value to each child?"

Some educators who have done research in the reading field recommend that consonants should be taught first. The following are some of the reasons:

1. Most children can use the knowledge of the single consonant to compare new words with known words to get the pronunciation of the new words, and they can do this much earlier than they can understand and use the skills necessary for the left-to-right sounding of word elements and the blending of sounds into words.

Children can compare *let* and *get* before they have learned why the *e* in *let* has the short sound, what the sound of short *e* is and how to blend the sounds to think or say *let*.

There are dozens of primer-level and first-reader-level words which can be taught by comparative analysis and the use of beginning consonants. Some of them are the following:

Jack-back; jump-bump; run-fun; down-town; come-some; talk-walk; fast-last; pig-big; to-do; boy-toy; cat-sat; car-man-pan; look-book-took; get-let-pet; day-way-say; cow-now-how.

2. Most words, especially those used in primary reading materials, begin with single consonants.

3. Teaching single consonants first encourages children to look at the beginning of each new word. They learn to start at the beginning and look at the word from left to right. This is necessary for the analysis of most words.

(See *Learning*, page 35)

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# *Secretary's Page*

## **Foundation Program**

The major appropriation bills apparently will follow the revenue measures. This is understandable. H. B. 113, as introduced, will finance in full the foundation program for the next two years by transferring sufficient funds from the general revenue fund to the state school fund. It is imperative that this amount not be reduced.

It is obvious that the financing of the foundation program, higher education, mental health, welfare, and other state services demand additional revenue. Only those who support measures to raise the needed revenue are of any help and deserving of recognition. Everyone should be interested in how his Representative and Senator vote on tax measures to finance the foundation program. It is not what one says but what one does that counts. Pretense alone will not finance the foundation program or anything else.

## **Federal**

S1021 and HR4970 are identical administration bills providing general federal support for public schools. It is good to report that Sen. Edward V. Long is a co-sponsor of S1021. The provisions are in complete accordance with the action of the Assembly of Delegates. It is the type of legislation that long has been sought.

The three year program would bring to Missouri \$12 million the first year, \$14 million the second, and \$15 $\frac{3}{4}$  million the third.

Federal control is prohibited and funds would be distributed in accordance with state developed plan. The money could be used for salaries or construction, or both, as the state deems advisable. A maintenance of effort provision by the state is included.

This program can be passed by the Congress if all who are interested in good schools

become active. Unless sustained support is forthcoming, it will not prevail.

## **In Brief**

The billboard poster project has been well received. The same is true for the adhesive posters with the same design, 5" x 11" in size, for display windows, car bumpers and the like. Copies available on request.

Table mats that tell a story for lay or professional luncheons and dinners are likewise available.

The closed claims paid by the group health and accident plan during 1960 total \$351, 170.48.

The participation of 15,783 in the new group life program is encouraging. Others can secure coverage during the open period next November. Ten claims have been received.

The Forrest E. Wolverton memorial building at Bunker Hill Ranch Resort is completed. It was constructed by the St. Louis Suburban Teachers Association to meet an immediate need of properly housing the dining room employees.

Missouri's NEA membership has passed the 20,000 mark entitling us to a second director who will be elected by the Missouri delegation at the Atlantic City meeting.

The profession has and must accept the responsibility of interpreting the necessity of the position taken by the State Board of Education, that effective next July 1, all new teachers must have the baccalaureate degree. The Assembly of Delegates has recommended it since 1939.

Each community association should have a good teacher representing it at the MSTA-NEA Leadership Conference at the Bunker Hill Ranch Resort, August 7-11.

The Missouri Breakfast at the NEA meeting in Atlantic City is scheduled for 7:30 A.M. on Monday, June 26, Park Lounge, Claridge Hotel. The first meeting of the Missouri delegation will follow immediately. Delegation meetings on Wednesday and Thursday will be held in Room 2, Convention Hall. Missouri headquarters will be Room 127, Traymore Hotel. It is hoped that all Missourians attending will spend as much time there as their schedules will permit.

## SICK LEAVE PROVISIONS

MOST MISSOURI school districts have developed sick leave plans in accordance with the *minimum* plans recommended by the Missouri State Teachers Association's Policy and Plans Committee in 1945 and revised in 1954.

The recommended *minimum* sick leave policy suggests allowing teachers nine days sick leave each year cumulative to 45 days. The leave will be granted for the teacher's illness or quarantine or for illness or death in the immediate family.

At present, 487 districts report some form of sick leave program. Twenty-three report they do not have any sick leave provisions. Of the 450 high school districts reporting, all but 11 provide sick leave. Forty-eight of the 60 six-director districts have sick leave plans.

Five days leave per year is the most common provision, although most AAA schools and some other schools provide more. Four districts report no limit on sick leave.

Some districts provide additional days at one-half pay. Others allow additional days for which the teacher receives the difference between his salary and the cost of a substitute teacher. Another plan increases the number of days for additional years a teacher has taught in the district.

Of the 93 AAA schools reporting, 40 grant 5 days; five, 6 days; one, 8 days; three, 9 days; two, 9½ days; 27, 10 days; two, 15 days; two, 20 days; one, 40 days and four, unlimited.

Forty-five of the 58 AA schools reporting allow 5 days; three, 6 days; three, 7 days; one, 9 days and six, 10 days.

Class A schools report the following: Sixteen grant 3 days; two, 4 days; 198, 5 days; three, 6 days; two, 7 days; five, 8 days; five, 9 days; 16, 10 days and two, 15 days. Seven schools make no provisions.

Forty-three Approved schools reported on sick leave policies. Four

provide 3 days; one, 4 days; 31, 5 days; one, 6 days; one, 7 days and one, 10 days. Four do not have sick leave plans.

Of the 60 Six-Director Elementary districts reporting, three allow 3 days; 38, 5 days; one, 6 days and six, 10 days. Twelve districts report no provisions for sick leave.

Cumulative sick leave provisions range from 3-4 days in four districts to 150 days in one district. Nine districts have unlimited cumulative sick leave plans, and 92 districts do not provide cumulative leave.

In Class AAA schools, one district allows 6 days cumulative; one, 10 days; two, 15 days; seven, 20 days; 13, 25 days; two, 26-29 days; eight, 30 days; three, 35 days; seven, 40 days; two, 45 days; one, 48 days; 11, 50 days; five, 60 days; one, 75 days; three, 80 days; four, 90 days; four, 100 days; one, 120 days; one, 150 days and three unlimited. Nine do not include this in their programs.

Schools classified AA report the following: Six districts grant 10 days cumulative sick leave; one, 12 days; nine, 15 days; one, 16-19 days; 10, 20 days; one, 21 days; 14, 25 days; one, 27 days; 10, 30 days; one, 40 days and one unlimited. Three report no provisions for this.

Fifty-six class A schools report no program for cumulative leave. Others report the following: Two allow 3-4 days; 28, 5 days; three, 6-9 days; 27, 10 days; four, 11-14 days; 37, 15 days; 47, 20 days; 25, 25 days; 11, 30 days; one, 35 days; two, 40 days; three, 45 days; one, 60 days and two unlimited.

Two Approved schools grant 3-4 days cumulative leave; eight allow 5 days; one, 10 days; five, 15 days; five, 20 days; one, 24 days; three, 25 days; five, 30 days and nine, no provision.

The reports from Six-Director Elementary districts indicate that 10 grant 5 days cumulative leave; four,

10 days; five, 15 days; seven, 20 days; two, 25 days; two, 30 days; three, unlimited and 15, no provision.

Copies of the sick leave report made by the Association's Research Division are available from the Missouri State Teachers Association, Columbia, Missouri.

### READING

(Continued from page 11)

reading is the most challenging and the most motivating program for the most children. It keeps the teacher alert and challenges him to be creative, know the child and increase his interests as the child's interest grows.

Parents like to have children bring their books home, particularly if the children are interested in doing so. Many parents ask if the children cannot bring their readers home, too.

An indication of the teachers' enthusiasm for the program came when three other teachers requested permission to try it also.

The children became more interested in authors, and one group wrote letters to the authors asking for their pictures and a reply if possible.

The program seemed to strengthen children's concentration. They did more thinking for themselves and were put on their own in solving problems.

Contrary to the current inference that our textbooks bore children, we found that our children do like their readers. They like to read at their own rate, however.

One aspect the participating teachers stressed was that the teacher would have to spend a great deal of time becoming familiar with each book in order to make the program completely self-selective. In order to help the children profit from this plan, the teacher would need to know every book. As a teacher becomes more experienced in handling this type of program, the amount of preparation time would not be as great.

# Conservation Poster Contest Stimulates Learning

by H. Allen Nottorf  
U. S. Soil Conservation Service



Jack Dunn, Boone County SCS Conservationist, points out an interesting poster to W. F. Robinson, Soil Conservation District Treasurer, and a group of children at the 1960 Boone County Fair Conservation Poster Display.

**A**MERICA'S future citizens must be taught to appreciate our soil and water resources. They must realize that our way of life—our homes, our churches, our wildlife, our parks, our abundance of food and clothing—depends on good productive soil.

A few years ago, in respect to this need, the supervisors of the Boone County Soil Conservation District decided the best place to develop an understanding of conservation is in the public schools. Through the cooperation of supervisors, school leaders and the SCS work unit conservationist, the Boone County conservation poster contest was developed. It has been held each year with increased interest and participation.

"The commendation one student received for his poster completely changed his attitude toward school work. He has done top work in all his courses ever since, although he previously lacked interest," commented a Boone County teacher.

Jack Dunn, SCS Soil Conserva-

tionist who assists the Boone County District, offered to explain local conservation activities, and conservation pamphlets and bulletins were made available to each class from Dunn's office and the county extension agent's office.

Four consolidated schools entered 60 posters in 1955. In 1960, seven consolidated schools participated. There were 275 posters entered, and 42 blue ribbon winners were exhibited at the Boone County Fair.

Fifth and sixth graders compete together, and seventh and eighth graders are in another competing group.

The Danish system of judging is used whereby all outstanding posters are awarded blue ribbons, very good posters receive red ribbons, and good posters receive white ribbons. These awards are made at each school.

After the individual school contests, all blue ribbon posters are taken to the Boone County Fair to be judged in county-wide competition and exhibited in a conservation poster display. County fair win-

ners receive small cash awards, and ribbons are awarded for blue, red and white winners.

The soil conservation district furnishes the poster paper so that all the posters will be submitted on paper of uniform size and quality.

The results from this interest and work have been rewarding. The winning posters at the Boone County Fair are entered in the state contest sponsored by the Missouri Association of Soil Conservation District Supervisors. In 1960, Boone County posters won two of the four state awards.

Teachers like the poster contest. It serves as a tool in teaching conservation. It provides a sponsor for their art program. It gives educational people a chance to work with and understand the conservation program. Both the cash and ribbon awards create an incentive for better work.

Here are some typical comments: "We are learning much about conservation from ideas used by our students in their posters." "We feel

that it is time well spent in the education of our students." "It is the best program for extra-curricular activities we have."

Thirty-nine Missouri counties now have Soil Conservation Districts, and their Boards of Supervisors welcome opportunities to work with groups to promote a better understanding of conservation activities. Many soil district boards have offered to help schools promote these activities.

In counties where conservation districts are not yet organized, the county extension agent, 4-H agent or other agricultural leaders can be approached by teachers for assistance in conducting such a program. The activity could become a part of the training in art or in science.

A few teachers help their students on posters as an extra-curricular activity, but most teachers include the activity as a part of the regular classroom instruction.

The Boone County conservation poster contest has created a lot of interest among parents and agencies, and the pupils and teachers are proud of their efforts.

"Because of their children's interest in the poster contest, several parents have come to our office to obtain assistance in developing a conservation program on their farm," says Dunn. "The project is entertaining, creative and educational. Best of all, it is developing better citizens for tomorrow."

## CLIMATE

(Continued from page 16)

activities. The extent to which a community can identify itself with its high school is related to its general willingness to promote and support improvement of its educational practices and services.

These are some of the factors which make up the matrix within which the school promotes or discourages change. The climate, or receptiveness to change and experimentation, is prerequisite to attempting specific modifications of any educational program.

## CENSUS

(Continued from page 15)

reports to the state department would indicate changes of residence and aid in supplying information to other schools.

This system would not need any federal organization or control. The objectives of planning educational programs for all children can be attained through the cooperation of the fifty states employing a uniform set of definitions, standards and procedures.

A study concluded in 1957 revealed that six states now have statewide continuing census programs. Minnesota and Pennsylvania initiated systems under board of education ruling. Kentucky, Louisiana, New York and North Carolina have programs enacted by their state legislatures.

Because of the need for accurate information for comparisons, the U.S. Office of Education has compiled a common core of information. Preliminary data were the basis of further study by individuals, two national and six regional conferences, a meeting with representatives of non-public schools and a meeting of chief state school officers.

In 1953 the National Council of Chief State School Officers officially accepted Handbook I, "The Common Core of State Educational Information." The handbook was approved as the guide for state educational records and reporting systems.

The procedures for developing Handbook II, "Financial Accounting for Local and State School Systems," were similar to those for the first handbook. It was the cooperative product of five national education associations and the U. S. Office of Education.

After a preliminary manual was drafted and accepted by members of the first national conference on Financial Accounting for Local and State School Systems, eight three-day regional conferences approved of

it. This handbook was printed and distributed in 1957.

A supplement to Handbook II, "Financial Accounting for School Activities," established standard terminology and classification of accounts of school activity funds and set up an accounting system for such funds.

Handbook III, "Property Accounting for Local and State School Systems," suggests items of information about land, buildings and equipment which need to be comparable among local school systems and among states.

Handbook IV, "Personnel Accounting," is being developed now. Representatives of national educational organizations and the Office of Education have developed a series of handbooks in the State Educational Records and Reports Series that are widely accepted and used.

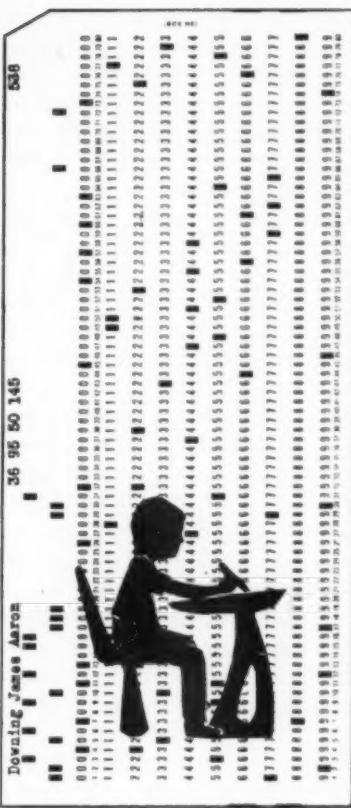
If we agree that a nationwide continuing school census is a "must," then we should cooperate in bringing this to the attention of the Office of Education and educational organizations. Judges, state legislators and congressmen are becoming interested in the problems of the continuing census.

Also concerned are school personnel and juvenile officers who deal with children who are born in one state and migrate into several other states. Children born into poverty, disease, crime, delinquency, immoral conditions and hunger, who are ill-clothed and denied human rights in one state may bring ignorance, disease and disrespect for the law to any and all states to which they migrate.

If teachers have records of a child's background, they are prepared to help him settle into a new community atmosphere when he comes to school. A continuing census would help them provide a desk which suits Billie's needs and give Jimmy the books he should read so that they and all children may get the education to which they are entitled.

# THE MACHINE

## -Master or Servant?



By Roy C. Nehrt  
Director, Tests & Measurement  
Ferguson-Florissant

M ECHANICAL data processing for school systems, requiring a complex machine group, gives educators cause for serious concern. Because of the expense, it is imperative that they weigh the results carefully. Unfortunately, a few educators argue against data processing, not in terms of cost, but in terms of emotion.

Look at the function of the machine in education. Educators have used machines for many years. Names are typed rather than written. Lists are mimeographed in quantity rather than typed repetitively. Adding machines calculate with greater speed and accuracy than humans.

Thus far, man has retained his mastery of the machine and has not become a slave to it. Remember that

the machine has a "main line" switch which man must operate.

Some people say that man is becoming a slave to the machine. To support this contention, they cite how the machine computes the amount of an electric bill, how it loads and unloads a truck, etc. Human intelligence caused the machine to be constructed. This same human intelligence tells the machine what jobs to perform and how to do them.

Others have proposed that the machine will ultimately convert children into punched cards via the statistical process. Upon examination, this charge becomes groundless. We need to collect and analyze statistical information about children. This process does not make statistics out of the children.

The machine can process data we collect about youngsters with fantastic speed in fact, before the human can sharpen his pencil to attack the data. Thus, the machine process does not make punched cards of children, instead it translates data into punched card form.

The statistician makes predictions about the human population, never about a specific human. The actuary states the probability of human demise by a certain age, but has never stated that John Doe would be dead by that age. This is the fundamental difference between treating a human statistically and making a statistic out of a human.

The machine is capable of performing certain calculations upon demand. It is capable of printing the results of these calculations. If it is required to perform illogical or unnecessary tasks, is the machine at fault?

The machine is given forms on which to print the results of its data digestion. But humans design these forms. If the design is defective, is it the fault of the machine, the form or the designer?

The data processing machine complex can serve man's needs as have the typewriter, adding machine and mimeograph machine. Can he subscribe to the proposition that human intelligence constructs and directs the machine to serve human intelligence? If the answer to this question is affirmative, there is no worry that the machine will become master and make punched cards of people.

If it is admitted that human intelligence will always remain master of the machine, man can proceed into an intelligent analysis of extended machine function. He will find new ways to direct the machine to serve his needs. When a computer can solve in minutes a problem humans need years to solve, man may decide to let the computer serve this function while he serves a creative function which the machine cannot do.

# A Seat by the Teacher's Desk

by Winifred Wood  
Canton

I WAITED outside Miss Mary's classroom door until she had dismissed her students. Then I slipped in and found a comfortable seat. Miss Mary was thirty years my senior, but her age did not matter; we were in a great and interesting work, and every afternoon I looked forward to a chat with her before going home.

Voices in the hallway broke the silence of the building. Two boys, distant cousins of Tom and Huck, were headed for a wall-washing mission. One carried a green plastic pail full of warm, soapy water; the other had two large sponges. The boys had perhaps been tardy to a class and this was their punishment.

Miss Mary asked me about my experiences during the day, and I could think of nothing unusual but some discussion among the teachers about a recent magazine article on American schools. I proceeded to enumerate a few points. The beloved old teacher listened, and when I had stopped talking, was quiet for awhile. Drawing from a great reserve of knowledge, she began to tell me what our American schools really needed.

"Child," she said, "We need teachers and parents, too, who will turn their lives toward a new challenge and face it squarely. That

challenge is to become interested in a little book that so many Americans know so little about. It will be necessary to begin as beginners in reading it; for awhile, they must depend on reliable helps for a clearer understanding.

"In time, however, reading will become easier; and God's Guide to Better Living, the Bible, will be a source of help for every situation as well as an inspiration and pleasure. It is impossible to get all the spiritual information teachers and parents need to cope with their problems from sermons, TV and magazine articles. God is pointing His finger at America and her school and home systems; and, if she pays no attention, He will drop her someday for a more alert people."

The sun began to sink, but Miss Mary continued talking. "The developing of a Christian sense in people causes them to take a different attitude toward everything around them. Teachers become more conscious that they are working with God in teaching children, that each child is not a lab specimen but a divine being with possibilities beyond anyone's imagination.

Parents realize that they are trustees of their families and not minor gods and goddesses. Politicians, industrial leaders, reporters and public entertainers become more sensitive to Christian laws; and they try to screen out the sensational and develop more sensible and sane reasoning within themselves. The stony-faced look on the faces of people gives way to a live, fresh beauty that no factory product could ever hope to produce.

"The great goal then of American schools should be to train children to have a Christian sense about living and to keep a front seat by the desk of the Teacher of all humankind.

"Then, if they are called to meet the enemy (Communism) on the big highway, they will not run to the side and hide behind stockpiles of ammunition, or the brilliant minds that have been trained only in reg-

ular textbooks, or behind the shoulders of young men. But they will face their enemy without fear because they will know that God in His just way is guiding them in the way that they should go."

## H. V. WEBB NEW DIRECTOR OF SCHOOL BOARDS ASSN.

Dr. Harold V. Webb has been appointed acting executive director of the National School Boards Association. The announcement was made Jan. 15 by Roy O. Frantz, Pueblo, Colo., president of the Association.

## CHILD'S INTELLIGENCE FILMSTRIP

What is Intelligence? How is Intelligence Tested? Are Intelligence and Talent the Same? How Are Results Used? and Does IQ Change? These questions are answered concisely in the color filmstrip, "Your Child's Intelligence." It is accompanied by a 33 1/3 rpm record which runs 21 minutes.

The filmstrip, which is designed for parent groups, is available from the National Education Association, 1201 Sixteenth St., N.W., Washington 6, D.C. Cost, \$7.

## INTERNATIONAL TAPE EXCHANGE

The International Tape Exchange, begun in 1954, promotes international understanding and improves students' communication skills through the exchange of tape recordings between school and church classes in the United States and other countries. More than 30 countries are cooperating in the program at present.

Teachers who wish to have their classes participate should write to Mrs. Ruth Y. Terry, 834 Ruddiman Avenue, North Muskegon, Michigan.

The following suggestions are helpful in making tape exchanges:

1. Write a short letter to your participating exchange school stating your objectives and desires in exchanging tapes.
2. Use classroom subjects, foreign languages, school music, social studies, community programs, etc. for tapes.
3. U. S. schools should indicate they will send the first tape.
4. Give the name or make of your tape recorder, speed, track and cycles of electricity.
5. Identify your reel with a sticker.
6. Use programs fifteen minutes in length, generally.
7. Enclose in corrugated tape mailing cartons.
8. Avoid any enclosures such as school newspapers, photos, etc.
9. Send tapes air mail to save time.
10. Consult your post office for mailing rates, customs or other regulations.

**LEGISLATION** (from page 19)

bonds may be voted in school districts by a majority vote. The proposal would apply statewide.

*House Joint Resolution No. 27*, introduced by Representative Kostron, submits a constitutional amendment to the voters providing that in the St. Louis school district a tax levy may be voted, for not to exceed four years, by a majority vote.

*House Bill No. 367*, introduced by Representatives Henry and Kirchner, provides that a child whose sixth birthday is on or before September 30 of any school year, may enroll at the beginning of the school term and have his attendance counted for state aid for the full term.

*House Bill No. 386*, introduced by Representative Spear, pertains to taxation for library purposes.

*House Bill No. 457*, introduced by Representative Meeks and others, would make Labor Day and Good Friday school holidays.

*House Bill No. 489*, introduced by Baltz and Steelman, amends the six-director school district audit bill to provide an annual audit and to provide that in first and second class counties the auditor shall be a certified public accountant or a registered public accountant and in third and fourth class counties the auditor shall have the above qualifications or have five years or more experience in the preparation of books, financial statements and schedules.

*House Bill No. 498*, introduced by Representative Ewing, would abolish 72 special funds including the public school moneys fund and provides that fund balances be placed in the general revenue fund and that all appropriations from these funds be paid from the general revenue fund.

*Senate Joint Resolution No. 5*, introduced by Senator Kinney, submits a constitutional amendment to the voters changing the levy that can be set by the St. Louis board of education from eighty-nine cents to one dollar.

*Senate Bill No. 156*, introduced by

## Bunker Hill Could Set A Pretty Table



Bunker Hill Ranch Resort is able at present to set only part of its dining hall tables with the dogwood pattern of Syracuse china which is so appropriate for our state. Thirty-six place settings consisting of a dinner plate, dessert plate, a cup and saucer have been purchased.

There is a need for 84 more place settings to furnish the number the dining hall is now equipped to serve.

Each place setting costs \$4. It is hoped that community teachers associations and individuals will consider sending contributions to the Missouri State Teachers Association to help complete the purchase of this beautiful chinaware to enhance the attractiveness of the camp.

If more than 84 place settings are donated, spare pieces will be allowed for breakage and provided for future expansion of the dining hall to serve 150 persons at a meal.

Senators Cason and McNeal, providing for the taxation of barge lines, is in the Senate Ways and Means Committee. This would provide funds for local units of government as does the distributable railroad and utility tax.

*Senate Bill No. 162*, introduced by Senator Avery, increasing the number of counties that can qualify for state library funds, is in the Senate Economics and Major Expenditures Committee.

*Senate Bill No. 171*, introduced by Senators Waters and Gibson, providing that each political subdivision of the state, including school dis-

The 2,080-acre resort on the clear, sparkling Jack's Fork of the Current River in Shannon County opens for its 14th season April 28. The 1961 season runs to the last weekend in October which allows many sun and fun-filled days for teachers and their families to enjoy the low-cost vacationing there.

For reservations write Joe Evans, Manager Bunker Hill Ranch Resort, Mountain View, Missouri. Telephone WElls 4-2333.

Many individuals and community teachers associations have made contributions to improve the resort area since it was given to the MSTA in 1947 by E. T. Behrens. The Kansas City District Association recently contributed \$1,000 to Bunker Hill.

Contributions for the resort should be sent to the Missouri State Teachers Association, 407 South Sixth Street, Columbia, Missouri.

tricts, except those for which the county superintendent of schools prepared budgets, shall prepare an annual budget, is in the Senate Judiciary Committee. A public hearing on each budget would be required prior to its adoption. After the approval of the budget no increase in the total amount authorized for expenditure from any fund could be made until after a public hearing has been held. Copies of school budget would be filed with the State Department of Education.

*Senate Bill No. 179*, introduced by Senator Vanlandingham, provides  
(See Legislation, page 40)

## Why Use Bulletin Boards?

By Marian Hinz  
St. Charles

"WHY USE BULLETIN BOARDS?" is a question most teachers ask at some time. What purposes do these display areas serve?

They are used for information and for decoration. Some people say one board should be kept for decoration only. On all boards, but particularly on this one, lots of color should be used. Bulletin boards are not only informative, they also are fun.

Charles Hoban, in his book, *Visualizing the Curriculum*, states:

"Boards may be used to display materials, anything from announcements to pupils' work. Between these may be booklets, bulletins, cartoons, charts, clippings, objects, pictures and posters. The board should serve a definite function in the classroom. It should arouse interest, motivate work and be the central agency for items of interest."

One teacher reports that after a discussion of spring in a first grade class, the children drew a chalk mural for the bulletin board. From this mural they wrote a story which was posted next to the mural. In this exercise, which combined several skills, the class used the bulletin board for information and decoration.

### Building Bulletin Boards

Many materials are suitable for bulletin boards. Cork is one of the most durable materials. Composition wall board, while less expen-

sive, can serve as well. The marks left by thumb tacks can be hidden by spatter painting the surface. Plaster-board with golf tees or chicken wire might serve as interesting and unusual boards, and even wires at various heights will work if all else fails.

There really is no excuse for lack of bulletin boards since they are not difficult to construct.

Some teachers have tried using window shades for bulletin boards. The problems created by the use of such fragile material might well tend to outweigh the proved benefits of using bulletin boards as an added tool in the educational process.

### Creating Displays

The materials that may be used in creating a display are only as limited as the imagination and ingenuity of the creator.

As the field of possibilities is surveyed it becomes necessary to think about collecting and selecting materials for display, how to display them effectively and how to guide children to use them.

Care must be taken in classifying and discarding materials when necessary, selecting illustrations and preparing the title of the display. The teacher should be conscious of color harmony and should refer to the display during instructional time.

Walter Wittich and Charles Schuler (*Audio Visual Materials: Their*

*Nature and Use*) suggest these principles of arranging a display: 1. Attention is attracted to a "contrasty" point; 2. attention is attracted to the larger of two or more spots; 3. attention is attracted to an irregular spot; 4. attention is attracted to the spot nearest the margin; 5. a line moving from left to right attracts more attention.

Many teachers find it helpful to diagram a proposed display. When the board has been planned to the point where it can be put on paper, a rough diagram may be drawn. From this rough sketch, a scaled plan will crystallize the idea. It is a simple device, but an effective one.

The Education Department of the University of Texas suggests color as one of the criteria by which material is judged. Color may be introduced in a variety of ways. Colored paper, yarns, bias tape, pipe cleaners, pieces of colored or figured cloth and wallpaper are but a few of the host of colorful materials which may be used.

Color is so important a factor in the classroom that a study done in Baltimore showed an appreciable increase in scholastic achievement as a direct result of its correct use.

### Bulletin Board Utilization

After the mechanical work of creating the board is finished, it should not simply grace the room; it must be taught.

Many teachers spend hours preparing a display and then do little about making it meaningful to the students. This can be changed by allowing special classtime for inspecting and studying the display. The definite relationships to the class work should be pointed out. Children should be allowed to analyze the display and ask questions. This will show their insight into the significant aspects of the display and test the insight of their classmates. From such critical evaluations will come suggestions for enriching both the displays and the children's appreciation of them.

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Shopping Spree



Cookie Cookers

## Foods Are Fabulous

MOTIVATION for a Foods Unit is like "fuel on a fire." Everyone likes food, especially third graders. At least I found the third graders at Big Shoal school in North Kansas City eager and excited about the prospect of studying foods.

We divided our study into How Foods Grow, How We Get Foods, Foods and Good Health and Preparing and Serving a Meal.

Using our social studies books, encyclopedia and reference books, we read about fruits and vegetables that grow on bushes, vines and trees. The children classified foods as to how they grow, and were even so ingenious as to suggest we make a "multi-fruit" tree. This consisted of a tree limb painted white and laden with many papier-mache fruits.

We studied the vital link between farmers and housewives — how we actually get our food. We read pamphlets, related experiences and wrote stories about food transportation. The individual roles of wholesale houses, open-air markets and retail stores were of special interest to the children. In correlation with arithmetic, problems were made concerning wholesale prices and retail prices, the difference in prices during certain seasons, etc.

To help promote a proper appreciation of the nutritional value of good foods, the school nurse talked about correct eating habits. She stressed the importance of well-balanced meals, cleanliness in preparing

foods and the meaning of vitamins.

The class divided into groups to make our bulletin board art project. The display was a long path with many animated vegetables and fruits marching briskly to a small castle with the caption, "The Road to Good Health." In this manner, our classroom began to reflect the benefits of our study.

To culminate our Foods Unit, the class decided to purchase, prepare and eat lunch in our school room. Committees were formed to plan the menu, collect the lunch money, make table decorations and to clean up.

After much deliberation the following menu was chosen: Vegetable soup, peanut butter-jelly sandwiches, carrots, celery, oranges, chocolate-coconut cookie and milk.

The day before our cooking activity, the entire class gleefully hiked to a nearby shopping center to purchase the groceries. For most of the children it was a new and challenging experience to inspect, select and figure cost of the foods.

Each committee selected its own items, and the group in charge of the finances kept a watchful eye on our budget. We checked out with the cashier and watched her tabulate and make change. The super market is a common-day occurrence in the lives of our modern children, but what a wealth of learning can be obtained there.

The DAY finally arrived. Each child brought a clean apron, bound-

By Marilee J. Wyatt  
North Kansas City

less energy and a huge appetite.

The cookie committee immediately started to mix the chocolate and sugar, and in the process, learned how to figure fractions in a measuring cup and how to operate a hot plate. Carrots and celery were cleaned by expert knife-handlers — our Cub Scouts. The soup was skillfully prepared, sandwiches were made by the dozens and "tasting" was developed to absolute perfection.

The table decorations group had the printed napkins out, the place mats down and the silverware in its correct place by noon when our guests began to arrive. The principal, secretary and nurse were kind (or brave) enough to be our guests. They were met at the door by a hostess, and the children displayed the good manners we had studied which are essential for a gracious mealtime. Three children served the food, and pleasant discussions were held in modulated voices as we ate.

After our guests left, the clean-up committee washed the dishes and straightened the room, and our third grade was soon back in order.

What is the educational value of such a unit and its culminating activity? What teacher can evaluate the far-reaching benefits of studying nutrition, additional reading and creative writing activities, correlated art projects, the thrill of an actual shopping excursion and the joy of a do-it-yourself meal? My 30 third graders say "foods are fabulous."

# ITEMS OF INTEREST

**Lynn Allison**, superintendent of schools at Alba, will succeed **Harvey Tucker** as superintendent of the Walker high school.

**Linnie Baker**, retired, who taught many years in North Kansas City, was honored recently by the people of Liberty where she has lived most of her life.

**Alfred W. Bleckschmidt**, State Supervisor of Fine Arts Education, was named Alumnus of the Year by the music division of Central Missouri State College Feb. 20 at the music division banquet at Sedalia.

**Earl Brinkmann** is teaching seventh grade at Blair elementary school in St. Louis. He received a B.S. degree in education from the University of Missouri in January.

**Billy Joe Brown** began teaching in the East Prairie junior high school Jan. 16.

**Gary Brummitt** is now teaching science at John F. Hodge high school in St. James.

**W. L. Curtright**, principal of Moberly junior high school since 1955, has resigned, effective at the end of the school year, to become superintendent of Union schools.

**Jolene Doyle** has been employed to teach eighth grade English in the Louisiana R-II school.

**Virginia Durham**, English teacher at Nipher junior high in Kirkwood, has accepted an invitation to serve a three-year term as a representative of classroom teachers on the Advisory Committee to the Educational Policies Commission.

**Cecil A. Elliott**, superintendent of schools at Vandalia, has resigned, effective July 1.

**George Frederickson**, principal of Griffith elementary school in Ferguson, has been named principal of the new Florissant junior high school which is to be ready for occupancy next fall.

**Sharon Ann Fugate** received her B.S. degree in education from the University of Missouri in January and now is teaching at Southwood elementary school in Raytown.

**Fern Garrison**, math teacher at North Kirkwood junior high school, recently was honored by the St. Louis County Branch YWCA for her service with Y-Teens. Also, the St. Louis Volunteer Bureau awarded her a Certificate of Recognition for "having given 100 hours of valued and faithful service to our Community of St. Louis."

**George Gillette** has resigned as principal of the Wellsville R-I school.

**Lawrence Goslin**, social studies teacher in the Wellsville R-I high school, has been appointed principal of the high school for the coming term. He has been granted a leave of absence to complete work on a master's degree in secondary school administration at the University of Missouri. **Mrs. W. J. Davis** is teaching his social studies classes now.

**Raymond D. Hagan**, District Supervisor, Agricultural Education, State Department of Education, is listed in the seventh edition of "Who's Who in the Midwest." Mr. Hagen has taught vocational agriculture at Green Ridge, Cainsville and Princeton.

**Courtney Heiberger** has been employed to teach second grade at Palmyra. She replaces **Mrs. Earl Rothfuss**, who has been granted a leave of absence.

**Myrtle Hummer** a teacher at Everett school in St. Joseph, recently was absent from school because of illness for the first time in 44 years.

**Kathryn Miller** has resigned as home economics teacher at Hixson junior high school in Webster Groves. **Mary Cunningham**, who received her degree from the University of Missouri in January, has been employed to replace her.

**George W. Munns**, elementary supervisor at Vandalia, has resigned, effective July 1.

**James I. Pedigo** has been employed as superintendent of schools at Centerville R-I.

**Marvin S. Powell**, superintendent of the LaPlata schools, has resigned, effective June 30.

**Wayne Rulon**, junior high school principal at Brookfield, suffered a heart attack while attending a basketball game in Linneus Feb. 11. Mouth-to-mouth artificial respiration and closed cavity heart massage were applied by Scoutmaster Phil Couch and Explorer Scout Richy Moore until normal heartbeat and respiration were restored and Mr. Rulon could be moved to a hospital.

**Dr. Harvey P. Savery**, Clinton, has been appointed assistant professor of biological science at Central Missouri State College and began his duties with the spring quarter.

**Thomas E. Smith**, superintendent of Woodland schools for seven years, resigned recently.

**Dr. William Stewart** has resigned as assistant professor of English at

Central Missouri State College to become chairman of the English department at the College of Emporia in Kansas.

**J. W. Stone**, who has been Holt County superintendent of schools for two years, has been employed as superintendent of the Craig R-III school district beginning July 1. He replaces **Bryce Pulley** who plans to return to the University of Kansas to study psycho-therapy.

**Randall Tedlock** has been given a two-year contract as superintendent of the Worth County R-I school district. He has been superintendent at Pattonsburg six years.

**Glada Jean Thompson**, a graduate of the Northwest Missouri State College, is the new fourth grade teacher in the Todd elementary school in Savannah.

**Paul Tinsley**, vocational agriculture teacher at Stockton, recently was honored with a "This is Your Life" presentation of his career. In 1959 he was named an American Farmer, highest FFA degree.

**Eva Van Natta**, who has taught English at East high school in Kansas City since its opening in 1926, was honored Feb. 8 at a retirement reception. She plans to make a round-the-world trip soon.

## 100% NEA MEMBERSHIP

These additional school systems have reported 100% enrollment in the National Education Association since the last list was published.

The report was compiled by Dr. Norman R. Loats, State Director for Missouri, 1370 Northumberland, St. Louis 37, Missouri, from information furnished him by the Membership Division of the NEA.

On March 1 Missouri had enrolled 20,499 members. This achieves our goal and sets a record.

If you have not enrolled in your NEA, do so today. Send your enrollment to the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C. Dues \$10.

District	Superintendent
Cassville	Bill R. Van Zandt
Dora	Clifford D. Holland
Novinger R-I	Philip Mudd
Sedalia	T. J. Norris
Webb City	Lawrence Miner

## AMERICA'S FUTURE GOES TO SCHOOL TODAY!

Vote  FOR ST. JOSEPH  
SCHOOL LEVY MARCH 7<sup>TH</sup>  
Your Vote Will Not Increase Taxes

SUPPORT  
YOUR  
SCHOOLS

Superintendent George L. Blackwell of the St. Joseph school district made ingenious use of the Missouri State Teachers Association poster to support the district's levy election March 7. Motorists passing the six posters of "America's Future Goes to School Today" were reminded to vote for the school levy by a sign he had printed and mounted in the lower left corner of the poster. The voters expressed overwhelming approval at the polls by a vote of 7 to 1.

### S.E. MO. STATE COLLEGE STUDENT EUROPEAN TOUR

A college tour of Europe for students will be conducted from July 29 to August 29 by the Earth Sciences Department of Southeast Missouri State College.

The trip will be a geography course, "Cultural Geography of Western Europe", offered for three hours undergraduate credit. Reading assignments will be made at the beginning of the summer, and final examinations will

be given on the return trip to the United States.

The group, limited to 19 members, will fly to and from Europe by KLM jet plane. The tour will originate in St. Louis and board the KLM plane in New York.

The following countries will be vis-

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### *The University of Missouri Announces*

## THE 1961 SUMMER SESSION

June 12 — August 4

All divisions of the University will offer Summer Session work. They will include:

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School of Business and Public Administration

College of Education

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Make ..... Year .....  
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Any Male drivers under 21?

Over 65? Any physical impairments?

What percent do male drivers under 21 use auto?

Do you or your spouse use car in occupation other than to and from work?

Married?  
Involved in serious accident in last

five years? Has auto insurance ever been cancelled or refused you or any of your household?

Name \_\_\_\_\_

School \_\_\_\_\_

Home address \_\_\_\_\_

Current M.S.T.A. member \_\_\_\_\_

## ML Education Day Honors Missourians



**Dr. John Lawrence Walkup**

Dr. John Lawrence Walkup, president of Arizona State College in Flagstaff, and Dr. Inks Franklin, editor of "School and Community" and assistant executive secretary of the Missouri State Teachers Association, both of whom received their doctoral degrees from the University of Missouri in 1948, were awarded Citations of Merit March 16 at the Education Honors Banquet at the University.

The citations, given by the College of Education for distinguished service and exceptional contributions in the field of education, were presented at the close of the annual Education Day.

Dr. Walkup, born in Wheeling, Mo., received A.B. and B.S. degrees from Central Missouri State College and A.M. and Ed.D. degrees from the University of Missouri.

Dr. Walkup taught science and math in Missouri schools before being elected superintendent of the Sheridan Consolidated schools in 1938.

Active in educational and civic affairs, Dr. Walkup has been at Arizona State College 13 years and has been president of the college since 1957. He has been a member of many state and regional educational groups, and until 1957 he was state chairman of a legislative and professional committee studying the needs and problems related to education beyond the high school level.

Dr. Franklin taught in rural Missouri schools and at Tunas, Buffalo and Columbia before becoming associate editor of "School and Community" in 1938. He was made assistant executive secretary of MSTA that year and continues to hold this position. Since 1942 he has been editor of the magazine.

Born near Urbana, Mo., Dr. Franklin graduated from Southwest Missouri State Teachers College and received both his A.M. and Ed.D. degrees from the University of Missouri. He and Dr. Walkup served together as marshals at the graduation exercises in 1948.

Dr. Franklin has served on many important state and national educational committees. He was state legislation chairman and fourth vice president of the Missouri Congress of



**Dr. Inks Franklin**

Parents and Teachers, 1953-55, during the formulation and passage by referendum of the new School Foundation Program. He was vice president of the Educational Press Association of America, 1953-55. In 1959-60 he was president of the Editors of State Education Association Publications of the United States.

Also honored at the Education Day banquet were the "most influential" teachers of the top six seniors in the College of Education. The three women and three men presented statements concerning the teachers who had contributed most to their lives and to their choice of education as a career.

The following teachers were presented with scrolls citing the warm qualities of their characters and teaching:

Mrs. Arch Mahon, Jefferson City, who has taught first grade there for 34 years. She was nominated by Bonnie Mortimer, a student from Jefferson City.

Dixie Dunham Hickman, North Kansas City, who formerly taught fifth grade in Rolla and in rural Phelps County schools, was cited by Lari-Le Leaver of Rolla.

Ruth Leigh Lovelace, Overland, an English teacher in Ritenour high school for more than 30 years, was cited by Verne A. Smith, Overland.

A mathematics teacher in Ophelia Parrish junior high school at Kirksville, Anne Parcells, was nominated by Dee Lavern Roberts of Kirksville.

Travis Peavler was cited by Paul Enochs of Moberly. Mr. Peavler has taught industrial arts at Moberly for 17 years.

Velda Largent, home economics teacher in Lafayette high school District R-6, Eureka, was nominated by Carol Reynolds of Excelsior Springs. Mrs. Largent was at Moberly when Carol was in her class.

Speakers at the Education Day sessions were David L. Clark, director of the Cooperative Research Branch of the Department of Health, Education and Welfare in Washington, and James A. Hazlett, superintendent of schools in Kansas City.

—by Carol Henderson

## LEARNING

(Continued from page 22)

4. Often a child can pronounce a new word by using the context clues and the beginning consonant: "Jack likes to run and j---."

5. The sounds of beginning consonants seldom vary. In words used in first-grade material most consonants make only one sound. Variants of such letters as *c* and *g* appear in the vocabulary of higher reader levels after children know the reason for changes of the sounds of these letters. They learn that *c* and *g* usually have the soft sound before the letters *e*, *i* and *y* as in *city*, *cellar*, *mercy*, *gentle*, *giant* and *stingy*.

6. Most vowels have several variant sounds. The sound of the vowel is often determined by its position in a monosyllabic word or in a syllable. A vowel sound is influenced by the consonants or other vowels next to the vowel.

First-grade children meet different sounds of *a* in *all*, *again*, *am*, *any*, *are ate*, *ask* and *father*. Children who are told that vowels usually have either short or long sounds are confused when they see *barn*, *bird*, *book*, *busy*, *buy*, *call*, *car*, *color*, *come*, *corn*, *dear*, *down*, *father*, *food*, *found*, *guess*, *here*, *hurry*, *many*, *mew*, *mother*, *nothing*, *once*, *put*, *saw*, *talk*, *they*, *two*, *want*, *were*, *was*, *what*, *who*, *said* and *work*.

7. Vowel sounds are more difficult to distinguish. Children can discriminate among the sounds of *s*, *t*, *m*, *f* or *c* much more easily than they can discriminate among the short sounds of *a*, *o*, *i*, *u* or *e*.

Until children have an understanding of vowel sounds, how the position of the vowel in relation to other letters affects the vowel sound and exceptions to these principles, they cannot sound accurately words from left to right. But they can gain word power early in the reading program by using comparative analysis and the knowledge of single consonants to work out new words.

This method of learning to read is of lasting value, and it often prompts the excited expression, "Now I'm learning."

### SCHOOLS APPROVED FOR TEACHER EDUCATION

Listed are the 12 Missouri institutions of higher education approved at this time by the National Council for Accreditation of Teacher Education:

Central Missouri State College, Warrensburg; Drury College, Springfield; Harris Teachers College, St. Louis; Lindenwood College, St. Charles; Northeast Missouri State Teachers College, Kirksville; Northwest Missouri State College, Maryville; St. Louis University, St. Louis; Southeast Missouri State College, Cape Girardeau; Southwest Missouri State College, Springfield; University of Kansas City, Kansas City; University of Missouri, Columbia; Washington University, St. Louis.

## Speech Improvements Through Fun Situations

**SUGGESTIONS**  
*we hope prove helpful*

*These two types of joyous activity which help solve speech problems even before child is aware he has a problem are culled from speech teacher Roberta M. Buchanan's article in the Journal of Florida Education Association.*

Games that have as primary objective the improvement of individual speech sounds also include training in coordination, relaxation, and controlled emotional release. For "10 Little Indians" game:

**Class sits** cross-legged in circle around chief (teacher) who leads their activity by beating her drum. (Might explain this was an early method of communication.) One beat prepares them for action. Then, as each Indian's number is called, he jumps up into position. Number can be duplicated.

**Group rotates** in war dance movement around chief according to tempo of drum beat, adding voice on voice till 10th Indian joins in.

**This gradual increase** in volume ends in war whoop. Indians rotate in war dance movement once more around chief to illustrate increase in tempo.

**Starting again** in unison, (10 little, 9 little, 8 little Indians etc.) each as number is called sits down in original cross-legged position and stops speaking. Chief ends game by softly beating her drum.

**From first grade** through high school, creative dramatics is a means of speech training. By group participation child can forget fear and submerge self into the whole experience. And the business of play production can be creative outlet for boys who like to build, paint, experiment with lights, sound, color. And for girls to design costumes, and do make-up.



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R. H. Weeks, 22 Heather Hill Lane, Clayton 32, Missouri

**American Book Company 351 East Ohio Street, Chicago 11, Illinois**

### **BOND ELECTIONS**

**Hazelwood:** \$2,850,000 bond issue was approved Feb. 23. It will finance construction of two 26-classroom buildings and completion of the junior high.

**O'Fallon:** \$300,000 issue was approved Feb. 25 to build and furnish a 12-room elementary school.

**New Franklin:** \$250,000 issue was approved Jan. 27 to construct a new 12-classroom elementary school with a multi-purpose room and cafeteria.

**North Kansas City:** \$2 million school building program was approved 4 to 1 Feb. 7. Most of the money will be used to construct a junior high school for 1,200 students.

**Cameron:** \$840,000 proposal to build a new high school was defeated Feb. 14 and again March 7, for the fifth time.

**Marionville:** \$150,000 issue approved Feb. 14 to construct a 10-room grade school and cafeteria.

**Rolla:** \$800,000 bond issue for the construction of a new junior high school was defeated Feb. 14.

**Maplewood:** \$1,100,000 issue for improvements and the elimination of fire hazards at four schools was approved Feb. 21 by the voters of the Maplewood-Richmond Heights district.

**St. Charles:** \$700,000 bond was approved Feb. 21 to provide additions to two schools and the construction of a 16-room junior high school.

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Missouri

# Important EVENTS

## APRIL

- 2 Association for Childhood Education International Study Conference, Omaha, April 2-7, 1961
- 4 Council for Exceptional Children Convention, Detroit, April 4-8, 1961
- 5 National Council, Teachers of Mathematics Convention, Chicago, April 5-8, 1961
- 5 American Industrial Arts Association Convention, St. Louis, April 5-7, 1961
- 7 Missouri Council for Social Studies, MSTA, and History Conference for College and High School Teachers, University of Missouri, Columbia, April 7-8, 1961
- 8 Department of Classroom Teachers, MSTA, University of Missouri, Columbia, April 8, 1961
- 8 Business Education Department of MSTA, Spring Conference, University of Missouri, Columbia, April 8, 1961
- 9 Pan American Week, April 9-15, 1961
- 10 Elementary School Principals of MSTA Spring Meeting, Columbia, April 10-11, 1961
- 11 National Art Education Association Convention, Miami, Florida, April 11-14, 1961
- 14 St. Louis Suburban District Teachers Meeting, Kiel Auditorium, St. Louis, April 14, 1961
- 15 Elementary Education Conference, William Jewell College, Liberty, April 15, 1961
- 15 Junior Classical League Missouri Convention, University City Senior High School, University City, April 15, 1961
- 16 National Library Week, April 16-22, 1961
- 20 Association of School Business Officials of Missouri, Spring Conference, Elms Hotel, Excelsior Springs, April 20-22, 1961
- 22 Missouri Council Teachers of Mathematics, MSTA, and Mathematics Association of America Meeting, University of Missouri, Columbia, April 22, 1961
- 24 Audio-Visual Instruction Dept., NEA, Convention, Miami Beach, Florida, April 24-28, 1961
- 26 National Association for Gifted Children eighth annual meeting, New York City, April 26-29, 1961

## MAY

- 4 National Association of School Boards Annual Convention, Philadelphia, May 4-6, 1961

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- 4 International Reading Association Annual Conference, St. Louis, May 4-6, 1961
  - 6 Missouri Association for Childhood Education State Conference William Chrisman High School Division I, Independence, May 6, 1961
  - 19 Delta Kappa Gamma Society International, Delta State, state convention, Governor Hotel, Jefferson City, May 19-21, 1961
  - 21 National PTA Congress Convention, Kansas City, May 21-24, 1961

## JUNE

- 5 School Law Conference, Central Missouri State College, Warrensburg, June 5-6, 1961
- 19 Missouri Association of School Administrators of MSTA, Summer Workshop, Columbia, June 19-20, 1961
- 25 National Education Association Convention, Atlantic City, June 25-30, 1961

## AUGUST

- 7 MSTA-NEA Community Teachers Association Leadership Conference, Bunker Hill Ranch Resort, Aug. 7-11, 1961

## NOVEMBER

- 1 Missouri State Teachers Association Annual Convention, St. Louis, Nov. 1-3, 1961

## MATH TEACHERS TO MEET APRIL 22

Registration for the spring meeting of the Missouri Council of Teachers of Mathematics will begin at 9:30 April 22 in Stewart Hall at the University of Missouri. The registration fee is \$.50.

Muriel Wright of Washington University will read paper on "A Rationale for Direct Study of Mathematics Classroom Learning" at the morning session.

After a luncheon in the Student Union, a joint meeting of the MCTM and MAA will be held. Professor W. R. Orton, Jr., University of Arkansas, will speak on "Recommendations for the Training of Teachers of Mathematics."

Luncheon reservations should be sent to Nola A. Haynes, 212 Engineering Building, University of Missouri in Columbia. Price of luncheon, \$1.75.

## READING CONFERENCE MAY 4-6 IN ST. LOUIS

The sixth annual conference of the International Reading Association will be May 4-6 in St. Louis. Conference headquarters will be in the Sheraton-Jefferson Hotel and Kiel Auditorium.

The conference theme is "Changing Concepts of Reading Instruction."

Registration must be completed before April 15. For more information, contact Charles Humphrey, 6001 Berkely Drive, St. Louis 34, Missouri.

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## ELEMENTARY CONFERENCE AT WILLIAM JEWELL

Lutie Chiles, professor of education at William Jewell College, reports the eleventh annual Elementary Education Conference at the college will be April 15.

Dr. Ethel Alpenfels, noted professor of anthropology, New York University, will speak at the luncheon on "From Adam to Atom."

Dr. Bill Martin, Jr., principal of Crow Island school in Winnetka, Ill., will be on the morning program. Considered one of America's best story tellers, Dr. Martin's first book, "Little Squeegy Bug," has sold over a half million copies.

## LEGISLATION (from p. 29)

scholarships in institutions of higher education.

*Senate Bill No. 188*, introduced by Senator Downs, would allow the City of St. Joseph to issue bonds to build a branch of the University of Missouri.

*Senate Bill No. 213*, introduced by Senator Avery and others, is a revision bill bringing the section on non-resident high school tuition into harmony with the school foundation program.

*Senate Bill No. 217*, introduced by Senator Tinnin, providing that no state aid shall be paid under section 161.031 for any pupil attending a high school having less than 100 pupils in average daily attendance, is in the Senate Education Committee.

*Senate Bill No. 218*, introduced by Senator Tinnin, makes it possible under certain conditions for a pupil in a high school district to attend school in another district to take a course not offered in his district and to be counted as a non-resident high school pupil.

*Senate Bill No. 239*, introduced by Senator McNeal, providing for a severance tax on certain minerals and products, is in the Senate Ways and Means Committee. The sponsor indicates the tax would produce a million dollars a year in revenue.

*Senate Bill No. 264*, introduced by Senator Johnson (St. Louis County) and others, authorizes the establishment by the voters of a college district including St. Louis City and St. Louis County.

(See Legislation, page 45)

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# O S W E G O

## 1961 SUMMER PROGRAM

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**Aug. 14-25**

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### FARMERS' OPINIONS ON SCHOOL AID AND REVENUE SOURCES

Farmers attending a recent series of leadership conferences sponsored by the Missouri Farmers Association have expressed the following preferences regarding federal aid to education: 65.8 per cent favor aid for teachers' salaries and school construction and 34.2 per cent favor aid for school construction only.

When asked what method they prefer for raising additional tax revenues to finance the school Foundation Program, the majority said more excise taxes on tobacco, beer and liquor rather than increased sales and use tax or increased property tax.

### CHILDHOOD EDUCATION CONFERENCE MAY 6

The 1961 study conference of the Missouri Association for Childhood Education May 6 in Independence will have as its theme "The Child in a World of Pressures."

Dr. Alice V. Keliher, a member of the department of education at Jersey City State College who recently became New Jersey's first Distinguished Service Professor, will be the main speaker and discussion leader for the conference.

A tour has been planned to include the Truman Library, the Jackson County Jail Museum and an organ demonstration at the R.L.D.S. Auditorium.

### CENTER SCHOOL DISTRICT ADOPTS SALARY SCHEDULE

A salary schedule providing a beginning salary of \$4,600 for a teacher with a bachelor's degree and nine levels of advancement for a master's degree plus 20 hours of graduate work to a top of \$7,200 was adopted Feb. 15 by Center School District No. 58 in Kansas City.

An attractive 16-page booklet about the district's school needs was distributed in support of the special \$1,500,000 bond election March 14.

The booklet explained school population growth, community responsibilities and the ability to pay for good schools.

### SCHOOL LAW CONFERENCE AT CMSC JUNE 5-6

A state-wide School Law Conference will be held June 5-6 at Central Missouri State College. Dr. D. W. Tiezen, Dean of Instruction, reports that the two-day workshop is sponsored by the college and the State Department of Education.

Legal problems related to the following subjects will be studied: School Contracts, Buildings, Pupil and Teacher Personnel Administration and School District Liability.

For more information or to arrange housing and food service write Dean D. W. Tiezen or Dr. Harold L. Young, director of Field Services at the college.

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## HOMEWORK QUESTIONNAIRE

Nine hundred parents of elementary school pupils at Ava recently received questionnaires asking their opinions about homework.

The purpose of the survey was to learn the amount of homework being assigned by the 18 teachers involved, the amount of time spent by pupils preparing homework, the types of homework assigned and the opinion of parents toward homework.

Martha Jo Dougherty, seventh grade teacher, was chairman of the study committee which received 549 replies (61 per cent). Other committee members were Daisy Ellis, Ruby Mackey, Alice Marie Sagerser and Dewey Bilyeu, elementary principals.

During the study, each pupil kept a record of time spent doing homework for one week. When the results were compiled they revealed that the average student spends 32 minutes per day on homework. The amount of work assigned varied from none in some classes to as much as 62 minutes in one eighth grade class.

Pupil records revealed that homework is assigned almost any day of the week and is required most often in arithmetic.

Replies to the questionnaires revealed the following facts: 59 per cent of the children have a regular time and place to study; 45 per cent of the children study with TV or radio on; 44 per cent of the parents prefer weekend homework; 71 per cent of the homework done involves the parent; seven per cent of the parents believe children have too much homework, 16 per cent believe they do not have enough homework and 77 per cent believe the present amount is sufficient; 86 per cent of the parents believe homework is beneficial and 14 per cent do not.

One parent commented, "I have enough work here for my child to do when he gets home." Another said, "We would be pleased to see our child with more homework to do. We'll be happy to help him at home."

The study committee made the following recommendations: Individual need should be the basis for homework. Some class time should be allotted for the pupil to start the assignment at school. Homework should not be assigned more than three times during the week, reserving the weekend for different forms of recreation and other family activities. Maximum amount of time to be spent per day should not exceed one hour for grades seven and eight, 45 minutes for grades five and six, and 30 minutes for grades three and four. Homework should never be a disciplinary measure or simply busy work.

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4. Literature with information about the Mason Protected Fund Raising plans for schools and school groups. (Mason Candies, Inc.)

27. Graded Catalog of books for elementary and junior high schools and Classified Catalog of books for high school libraries. (J. B. Lippincott Company)

92. Some Ways to use the Follett Beginning-to-Read Picture Dictionary. It offers opportunities for concept building, for developing word recognition, for teaching spelling and for stimulating other worthwhile activities. Suitable for use in the primary grades. (Follett Publishing Company)

115. Reprint: "Presidents of the United States" and the biography of John F. Kennedy from the 1961 World Book Encyclopedia. (Field Enterprises Educational Corporation)

116. Bulletin Complete details covering graduate and undergraduate offerings of more than 1000 courses, special workshops and institutes. (University of Minn.-Minneapolis)

127. Poison Ivy Posters for classroom display—11"x14" in color, illustrating and describing Poison Ivy, Oak and Sumac. Also Miniatures for distribution to Pupils (Ivy-Dry Corporation)

130. Brochure on study and travel

in Mexico in 1961. Includes itinerary of field trips. Courses: Spanish, Art and History. College credit. Also two special sessions for high school students. (Taxco Summer School)

145. Illustrated brochure describes tours to summer session and vacation areas in U. S., including Hawaii, served by United Air Lines jets

146. Order form for free aviation education teaching aids. (United Air Lines)

148. Full Color Brochure showing the many travel attractions in Mississippi—the Delta, Vicksburg, Natchez, Jackson, State Parks and Gulf Coast. (State of Mississippi)

149. Brochure of sample gift tie ribbon and gift wrap paper. It suggests ways to earn money for group activities. (O & W Gift Tie)

### DRIVER TRAINING IN K.C.

Ninety-two per cent of the 16,488 pupils now enrolled in the 10 Kansas City high schools will have completed a 45-hour course in driver's training by the time they graduate.

### STATEWIDE MATHEMATICS PLACEMENT EXAMINATIONS

Colleges and junior colleges in the state are cooperating with the Missouri Section of the Mathematical Association of America in conducting advanced placement examinations in College Algebra and Trigonometry Saturday, May 6.

The tests, available only to high school seniors with adequate preparation in algebra and trigonometry, will be used by some colleges for placement purposes only. Others may use

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the scores as a basis for giving credit in college algebra or trigonometry.

A fee of \$1 will be charged at the time of the examination.

For additional information, write the college or junior college near you, or contact Missouri Section, Mathematical Association of America, 210 Engineering Building, University of Missouri in Columbia.

#### SCHOOLS ADOPT UNGRADED PRIMARY UNIT

More and more schools in this state are changing their organization to the ungraded primary unit including the first three grades.

Some of the schools that have made the decision to use this organization for the next year are: Jefferson City, Walnut Grove and Kansas City.

Columbia has experimented with this program in three of its elementary schools for the past three years and plans to go to this organization system-wide.

#### ILLIANA BUYS TEACHERS AGENCY

Specialists' Educational Bureau, a teacher placement agency under the management of L. R. Smith for many years was recently sold to James O'Malley, owner of the Illiana Teacher Placement Agency of Champaign, Illinois.

Mr. O'Malley will continue to operate the Specialists' Educational Bureau at its same address, 508 North Grand Blvd., St. Louis 3, Missouri.

#### LEGISLATION (from p. 40)

*Senate Bill No. 270*, introduced by Senator Waters, would require anyone under 18 to pass the high school driver education course before he could get a driver's license.

*Senate Bill No. 271*, introduced by Senator Waters, would require courses in driver education in all public high schools to be made available to all pupils in public, private and parochial schools and would provide \$25 state aid per pupil for each course completed.

*Senate Bill No. 325*, introduced by Senator Gibson and others, would improve the Kansas City public school retirement system.

*Senate Bill No. 360*, introduced by Senator Spradling and others, would amend the sales and use tax laws with certain exemptions and increase the tax from two per cent to two and one-half per cent. Senator Spradling, on its introduction, indicated that it was intended to help attract and retain industry in Missouri. He indicated the increase might largely be offset by the exemptions provided.

#### CREATIVE STUDENTS

Current emphasis on the academically talented pupil has sometimes caused the creative child to be neglected. The creative child is talented in planning, evaluating and making decisions although his IQ cannot record these creative abilities.

"Human Variability and Learning" is a compilation of reports on the problems of dealing competently with creative children.

Copies are available from the Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth St., N.W., Washington 6, D.C. Price, \$1.50.

#### MISSOURI ASBO TO MEET APRIL 20-22 IN EXCELSIOR SPRINGS

The Association of School Business Officials of Missouri will meet April 20-22 at the Elms Hotel in Excelsior Springs.

A pre-convention tour of the new Administration Building of the Kansas City Board of Education will begin with a luncheon April 20 at the new building.

Business officials will meet with vendors to consider ways of improving service and to discuss architectural and building problems.

A report from Jefferson City will concern the property inventory for the forthcoming "Secretary's Report", the status of the School Foundation Program and the information available on the retirement of non-certified employees.

Clinics will be held on the following: Plant Maintenance, School Business Manager and Machine Accounting, Insurance and Personnel Problems.

Outstanding speakers will address the banquet meeting April 21 and the final business session.

More than 25 ASBO exhibitors will participate in the convention. Reservations should be sent to the Elms Hotel in Excelsior Springs.

## DEATHS



**EDWARD BRICE, JR.**, a teacher in the Kansas City schools since 1945, died Jan. 5.

**FRANCES McCARTNEY**, 59, English and Latin instructor at Unionville, died Feb. 13.

**HERSCHEL NEIL**, principal of the Blue Springs high school, died January 31.

**RUPERT PETERS**, 83, who taught many years in the Kansas City schools, died Feb. 9 in Pennsylvania.

**JOHN NOVIS SHIELDS**, English teacher at Essex, died Jan. 31.

**WILEY V. SKINNER**, 64, principal of the J. C. Nichols school in Kansas City, died Feb. 18.

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## Why Federal Support

PASSAGE of either of the identical bills HR 4970 or S1021 for federal support for public elementary and secondary schools will be difficult in Congress. It is predicted the House could be so evenly divided that one or two votes either way could mean victory or defeat.

Whenever has so much depended upon securing the greatest support possible in Congress for these measures? Our future as individuals, a nation and a world power is, according to the best minds of this day, largely dependent upon the quality of education afforded our children.

Below are some reasons why we support with vigor the measures mentioned above, having long advocated the principles they contain.

Children educated in states with the lowest educational standards are now citizens in Missouri and elsewhere. Twenty per cent of the people move each year. Because of this mobility and its implications, for educational purposes we should think of all of our children as living in one big school district.

Federal support for public schools is older than our National Constitution. Uncle Sam was the sole supporter of schools in Missouri during its first 41 years as a territory and state. Federal funds have been provided for vocational, industrial, science, math and foreign language instruction, for school lunches and to house our educational programs.

This year, 1961, federal funds in the amount of \$217,300,000 for teachers' salaries and operations, and \$63,392,000 for classroom construction are going into 321 of our 437 Congressional districts.

Isn't it a paradox that the vast majority of our Congressmen approve this and never pose any question about federal control, but when a measure proposes to help all our public school children, they try to hide behind the shibboleth of "federal control"? How inconsistent can one be on the same issue? However, Section 103 of HR 4970 and S 1021 prohibits any federal department, agency, officer or employee from attempting to exercise control over any school in any way.

Contrary to the false statements frequently circulated and used as grounds for opposing federal support, it is the most economical and the fairest way of getting funds for education.

Research studies show that it costs less than one-half cent to collect a federal tax dollar; a state dollar more than three times as much; and a local dollar ten times as much. "But how about the cost of adminis-

tration?" the opponents cry. Yes, here again experience reveals a remarkable record of efficiency. The cost of the administration of such programs ranges from one-twentieth of one cent to only two cents out of each dollar and is usually one cent or less, according to the Hoover Commission.

Since the federal government secures most of its funds from the income tax based on ability to pay, federal support would be securing funds on the fairest taxation basis known and distributing them to children in every state who have the least opportunity to secure a quality education.

Citizens in our nation favor federal support for public schools according to national polls by skilled researchers. Party affiliations of citizens have nothing to do with the attitude for Republicans, Democrats and Independents alike, overwhelmingly favor support. Neither does geographic location reveal any segment of citizenry, East, Midwest, South or North, but what strongly favors federal support.

Some of the best minds of this day believe that economic progress is even more dependent upon the quality of education than upon the other factors of production—land, labor and capital.

Noted economists long have advocated that one of the quick ways to soften a recession or speed economic recovery is to spend money on school construction and teachers' salaries.

Secretary Ribicoff of Health, Education and Welfare, recently stated: "While federal tax dollars have doubled in the postwar years, state and local governments have had to increase their tax revenues by more than 300 per cent. From 1946 to 1959, while the federal debt increased by 9 per cent, state and local debt soared by more than 350 per cent. Property taxes, the traditional source of revenue for education, are in many areas rapidly approaching the limits of reasonableness."

Here in Missouri many of our school districts have either exhausted their bonding capacities to build classrooms or are at the point where so little remains, the task is futile. Missouri needs 4,302 classrooms and other special buildings at an estimated cost of \$152,457,812. We are not catching up as some big organizations would like to have you believe.

School district bonded indebtedness has increased from \$33,527,493 in 1949 to \$305,399,232 in 1961, an increase of 811 per cent.

Teachers' salaries in Missouri are \$589 below the national average.

Need we labor the point longer? Write your Congressman today giving him your views on this important issue and get influential leaders in business, civic affairs, PTA, school boards and others to do likewise. Never has the time been so right to complete this job as now. Although the majority of people favor federal support, the opposition is vocal, and Congressmen say letters against far outnumber those for federal support. Let's reverse this trend for once.

*"The Future Belongs To Those . . .*

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